

School Board Journal

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ON TOP ONCE AGAIN!

With the closing of the school year, the entire interest of the educational world is centered upon the graduate.



RECENT DECISIONS.

The Purchase of Supplies.

A contract for supplies for a school township was executed by five of the nine members of the board, acting independently of each other. *Held*, that, although the contract was invalid, it was not void as contrary to public policy so as to be incapable of ratification.—*Richards v. School Tp. of Jackson, Calhoun County, Iowa.*

An invalid contract was made by members of the school board, acting independently, for supplies, and at a subsequent meeting of the board they voted to refuse to accept the supplies, and instructed the treasurer not to pay the order issued in payment. At a later meeting such action was rescinded, and the board voted to accept and pay for the supplies. *Held*, that the contract was ratified by the action of the board at the later meeting.—*Richards v. School Tp. of Jackson, Calhoun County, Iowa.*

An invalid contract was made by members of a school township board for supplies, and the township accepted and used the supplies, with full knowledge of all the facts, for more than six years and made no offer to return them until sued for the purchase price. *Held*, that the contract was ratified.—*Richards v. School Tp. of Jackson, Calhoun County, Iowa.*

A contract for supplies for a school township executed by five of the nine members of a board, acting independently of each other, is not binding on the district unless ratified.—*Richards v. School Tp. of Jackson, Calhoun County, Iowa.*

Powers of School Board.

Under the revised laws providing that the school committee shall have general charge and superintendence of all public schools in a town, such committee had power to determine that the number of pupils attending a school was so small that its maintenance was inadvisable and unnecessary, and to direct that such pupils attend another school, regardless of a formal vote of the town that the school be reopened.—*Morse v. Ashley, Massachusetts.*

Under the revised laws providing that the school committee of a town "shall have the general charge and superintendence of all the public schools," the school committee act, not as agents of the town, but as public officers, intrusted with powers and charged with duties concerning the maintenance of the school.—*Morse v. Ashley, Massachusetts.*

Where the school district system did not prevail in a town, the duty of assigning pupils to the various schools therein was a part of the superintendence which devolved on the school committee having general charge and superintendence of the schools, as provided by the revised laws.—*Morse v. Ashley, Massachusetts.*

Where the school committee of a town determined that the number of pupils attending a certain school was so small that it was inadvisable and unnecessary to keep the school open, it would be presumed, in the absence of evidence to the contrary, that the committee acted in good faith and that their judgment was correct.—*Morse v. Ashley, Massachusetts.*

Qualifying for Office.

Under the Kentucky statutes of 1903, providing that, if a school trustee-elect shall fail to qualify before the county superintendent on or before June 1 following his election, or file with him a certificate that he has qualified before another officer, the county superintendent

may declare his place vacant and fill it by appointment, the superintendent may, after June 1, deem the office of trustee vacant, by reason of failure of a trustee-elect to qualify, and fill it by appointment, though the trustee-elect has in the eight months between his election and June 1 called several times at the superintendent's office and found him absent; he having the right to qualify before any officer authorized to administer an oath.—*Smith v. Ritchie, Kentucky.*

School Building.

Where a contractor sued the trustees of a school district for a balance due on a building, and secured a judgment, from which no appeal was taken, and after failure to satisfy the judgment on a levy of execution, he brought suit in the circuit court to enforce a lien or for other relief, the trustees could not interpose the defense that they had built the schoolhouse without authority, as such defense should have been interposed in the prior action.—*Raymer v. Trustees White School Dist. No. 18, Edmonson County, Kentucky.*

Employment of Teacher.

The employment of a teacher by district directors is within the scope of their authority, and therefore a contract with a teacher, which is invalid for want of a written notice of the directors' meeting at which she was employed, is subject to ratification by the district.—*School Dist. No. 47 v. Goodwin, Arkansas.*

LEGAL.

Olympia, Wash. The attorney general has rendered an opinion that the salaries of school teachers may be legally increased during their term of office. Increases in the salaries of state officials have been held up because the laws providing for them are unconstitutional.

Ohio. Assistant Attorney General Miller has rendered an opinion to State School Commissioner Jones that boards of education have no authority to expend school funds in the employment of physicians for the physical examination of pupils.

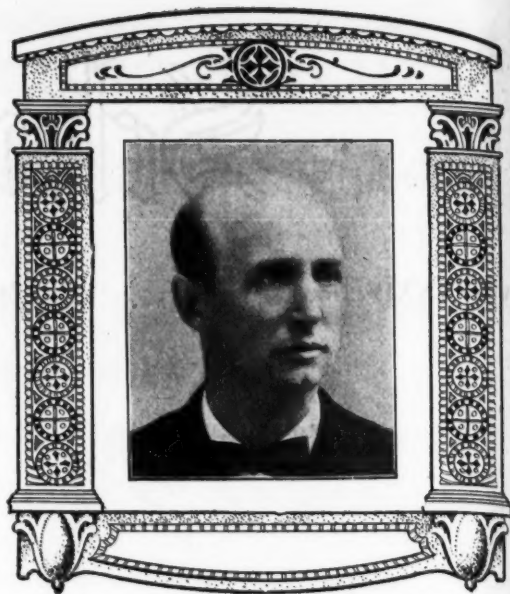
While the statutes give boards of education the power to appoint "such other employes as they may deem necessary," these should be limited to employes of the same character as is specified in the law, i. e., truant officers, superintendents of buildings, etc.

Boards of education have the authority to make and enforce regulations to prevent the spread of smallpox, but the boards of health and common councils and the trustees of townships must provide the means of vaccination. The attorney general therefore concludes that the latter bodies should provide for physical examination rather than the boards of education.

RECENT SCHOOL LEGISLATION.

South Carolina. The most important educational legislation passed by the general assembly of South Carolina is the high school act. This provides that any county, township, or aggregation of townships or school districts, or incorporated cities may establish high schools and receive aid from the state. Two mills additional taxation are permitted and bonds may be issued for buildings. The local tax shall at all times equal or exceed the state aid and at least twenty-five children must attend the school under two teachers. No one school will be permitted to draw more than \$1,200 annually and no county will receive more than 5 per cent of the \$50,000 appropriated. Every child in the county where a high school is located may receive free high school tuition.

Another important educational act is the one to provide for the issuing of bonds in the



SUPT. J. W. McCLYMONDS,
Oakland, Cal.

President, Department of School Administration, N. E. A.

public school districts. It is a general bonding act containing all of the best features of the numerous local bonding acts which are introduced every year. Hereafter it will be possible for any district, under certain restrictions, to float bonds for the purpose of building and equipping schoolhouses without the necessity of getting a special act through the legislature. This will be of great advantage to the public schools.

Indiana. The state board of education has been given entire authority by the state legislature to provide a system of normal school training throughout the state, to determine what credit the state normal school shall give for work in other schools, and "to establish, inspect, pass upon and approve, reject, alter, amend or enlarge courses of study, and teaching" in normal schools and departments, "it being the purpose and intent of this act that all schools and departments for normal instruction and the training of teachers shall maintain as nearly as possible like standards of excellence and efficiency." Completion of a two-year course by high school graduates may be made to exempt teachers from examinations

(Concluded on Page 18.)



Teacher (on wedding day to former principal)—Yes, I intend to not only keep up all my studies but to do advanced work in psychology, philology, bibl—

Former Principal—I am very much afraid, but I believe you will do freshman work in roastology, boilology, stitchology, darnology, and general domestic hustleology.

MAN



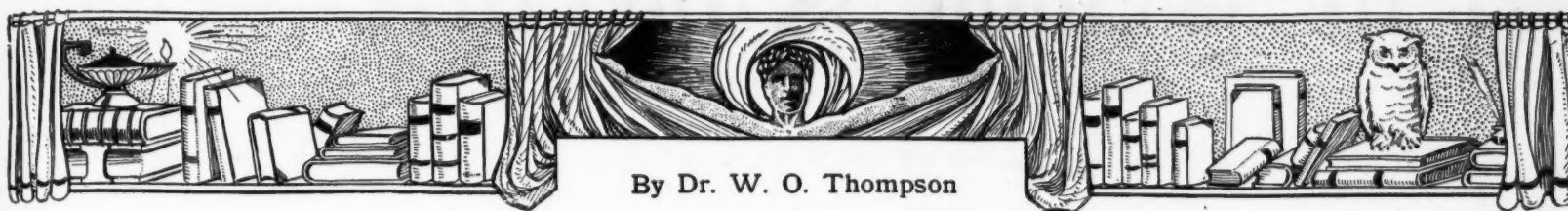
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MANUAL TRAINING IN ELEMENTARY SCHOOLS



By Dr. W. O. Thompson

Recent years have witnessed a rapid development of interest in manual training as a feature of education. Whether this is to be regarded as a protest against the inefficiency of other forms of education or whether it is a more or less earnest search after the practical in education, or whether it is the discovery of a new field of education hitherto neglected we need not now stop to inquire. The fact is that manual training is here. The public mind for the present at least is fixed in the conviction that every community of any considerable size should provide some facilities for manual training in the schools. The interesting testimony is offered that wherever such education has been introduced public favor has supported it and no sentiment exists that would suggest an abandonment. Under these circumstances we are bound to study the problems presented by this form of education and secure such treatment or solution as will make manual training effective.

It may be worth while in passing to remind ourselves that this form of education is yet in its infancy. The history of manual training is all compassed in the life of the reader. It is not surprising then that both teachers and patrons have not yet formulated exact theories and worked out definite programs. The truth is that the most enthusiastic advocates of manual training are usually the most awake to the dangers and errors associated with it. In consideration of our topic let us first of all announce a few fundamental principles in our educational creed in order to better estimate and appreciate manual training.

The School Life.

And first let me remind you that we are steadily moving away from what someone has called the vestibule theory of education. For long years we have believed and taught that education was always preparatory. The elementary school was preparing for the high school; the high school was preparing for college; college was preparing for the professional school or for business, and these in turn were preparing for something else. The result of this vestibule and preparatory theory was that no one ever seriously expected to reap any present rewards. The only rewards were future rewards.

The evident truth in this theory was important. The undiscovered truth was equally as important. Is it not true that the child of six and the youth of fifteen are living as really as the father of forty or the grandfather of sixty? Have we not failed to see, or to put it the other way, have we not now discovered that the educational process in the child is enriching life and bringing its daily measure of happiness and human wealth? Is it not as natural for the child to be in school as for the father to be in business? If not, why not? Here is where the child spends as much time as the average man spends in his office. Ought not the one to be as happy and as well adjusted in his environment as the other? The point I wish to emphasize is that our modern education regards the child as living—not as getting ready to live. The boy is as really living when playing ball as when hoeing corn. The achieve-

ments of childhood are just as real as those of manhood and may be quite as important.

In this connection manual training may be regarded as a contribution to life. For a boy to express himself in a piece of completed construction—whether it be of basketry—of carpentry or what not, may be as important to his happiness—to his intellectual existence or to his moral life as for you or me to express ourselves in the performance of our civic or commercial duties.

The Harmonious Development.

A second principle which I suggest in this connection is that modern education proposes consideration of the whole person as expressed through body and mind. We are not content to regard the mind separately or exclusively. The body may be and ought to be a natural and legitimate means of expression. In this view manual training proposes to give some visible expression to our ideas and ideals. It is a narrow and imperfect view to regard this education as merely a training of the hand. It is better to regard it as such a mastery of the body as to make it co-operate perfectly with the intellectual ideas. Penmanship, for example, was the earliest form of manual training. It held the field exclusively for a long time before drawing or any other forms were given consideration and a place. As we all know by a painful experience, the problem in penmanship was to train the fingers, the hand and occasionally the arm for the full arm movement in order that this member of the body should more perfectly serve us and thus enrich our lives.

Now all physical culture—all manual training in whatever form—has the same fundamental principle under it, viz.—the more perfect mastery and control of the members of the body that they may the better express what is in the mind. This principle is in operation in chopping wood when a boy tries to put his ax twice in the same place, when he tries to keep his saw to the line or when he develops the art of using the bat successfully in a game of ball. It is only recently that we have appreciated the educational importance of games.

Manual Training Representative.

Now let it be kept in mind that in manual training we have after some experience selected out of the large number of possible things a few typical representative activities that will serve not only for the proper training of the body but which may at the same time be used for intellectual, esthetic and ethical purposes. At the same time the importance of what we termed the practical has kept in full view so that the schoolroom experiences will readily relate themselves to all other ordinary human experience. From this point of view, penmanship, drawing, cooking, sewing, basketry, carpentry, forging and all the others may be regarded as educational means by which the intellectual life is awakened, interest aroused, enthusiasm developed, the hand and indeed the whole body made a more effective instrument of service, the life of the child or youth enriched and enlarged and the sum total of his daily happiness increased.

Speaking, therefore, in general terms I may

say that modern education has put important emphasis upon the body as the medium through which we are to become effective. Sometimes this is a question of hygiene insisting that our bodies shall be in good working order. The development of science in our schools, especially biology and physiology has made manifest that a sound, healthy body is a most important consideration as related to individual and social progress.

Now manual training goes a step forward and insists that the body shall be not only sound in condition but effective in action. It goes still farther and insists that this bodily effectiveness is not a substitute for other things. It does not supersede the strictly intellectual or moral disciplines secured by other educational subjects or processes. In a degree manual training may secure intellectual and moral results (and I am confident it does), but it in no degree antagonizes the intellectual results, of language study or the results of moral judgment developed in the study of history and biography, but rather co-operates with and stimulates all other educational processes in securing these desired ends. In an exclusively intellectual world a course of study for intellectual purposes might be constructed but in a world where men and women have bodies, where these bodies are the point of contact between the material and the spiritual, it seems rational that they shall be brought to the highest point of effectiveness in human service. Education must face that problem. Manual training is one method of solution.

Passing now these general considerations, let us proceed with a few specifications with special reference to manual training in the elementary schools.

Beneficial Results.

First, I suggest the value of self expression. To have an idea is one thing; to be able to express it is often quite as important. This is the fundamental reason for the study of language; that it is a medium of expression. To acquire a language is therefore to increase our power of expression and thus largely increase our efficiency and our happiness. We have learned, however, that a language is not acquired until we can use it as a tool. The modern college teaches the student a great deal about the language but it rarely teaches him the language. In the teaching of language composition work has been increased for this very purpose. The acquisition of a language is a pleasure to a child so long as he sees that he is developing his power to express himself, but when he finds he is simply trying to mimic someone else it becomes distasteful. This is precisely what drawing seeks to accomplish. It helps the child to give visible expression to what is in his mind. The pleasure in an idea is enhanced when you can give it visible expression. This is why the average child loves to draw. This has been the experience of all races. They have attempted to express themselves in some way—often in a grotesque way, to be sure—but still there was a joy in self-expression. Now in a scheme of education we simply lay hold of this principle and develop it in the belief that the greater variety of ways

(Continued on Page 18.)

The School Superintendent.

Dr. Albert Leonard, who has for five years been a member of the educational department of Houghton, Mifflin & Co., has been unanimously elected superintendent of schools, New Rochelle, N. Y., one of the most attractive cities of the Greater New York district. Supt. Young, who has been for twenty years or more at the head of the New Rochelle schools, last fall expressed his desire to retire from active school work at the close of the present year. Dr. Leonard will continue his work as editor of the *Journal of Pedagogy*, which will be published hereafter in New York City.

Harrisburg, Pa. Supt. F. E. Downes has recommended that the substitute teachers be employed by the month instead of by the day as is now done. Mr. Downes suggests that a teacher be assigned to a building or a group of buildings, and placed under the direction of the principal in charge. When not actually engaged in substituting she should go from room to room, assisting backward pupils by individual work. The benefit from such an arrangement would be two-fold, in that valuable service would be rendered to the children and at the same time the teacher would be gaining experience for a position in grade work.

State Supt. Nathan Shaeffer of Pennsylvania in discussing the substitute problem wrote:

"It is my earnest conviction that the substitute teachers should be the best paid as well as the most skillful and experienced teachers in the entire teaching force of a city. * * * When the substitute teacher is not needed to take the place of an absent teacher she should take charge of backward pupils and try to bring them up to the average of the classes by special instruction." While the plan proposed does not quite fulfill the opinion of the state superintendent as to remuneration and experience, it is in line with his suggestion as to regular employment and individual work and would result in much good to the district.

Wilson, N. C. Supt. Gray R. King has resigned.

Steps toward forming an association of school superintendents have been taken by the members of the department of superintendence of the Minnesota Educational Association. At a meeting held recently a committee was appointed to perfect plans.

Figures compiled by President Homer H. Seerley of the Iowa State Normal school indi-

cate that the Carnegie simplified spelling is approved and used in the normal schools of seventeen states. In three states the faculties of the schools are divided; in two a neutral attitude is maintained, and in five the simplification is opposed.

Indiana. A new course of study has been adopted by the state board of education for all normal schools of the state. The action was taken in compliance with a new law passed by the last legislature. The new course provides three years of professional training of thirty-six weeks each, embracing the following required subjects: Twenty-four weeks each of arithmetic, language, grammar and composition, United States history and civil government, oral reading and literature, physical culture, geography; twelve weeks each of physiology and hygiene, penmanship, music, drawing, nature study; thirty-six weeks of educational psychology, with special reference to grade work; twenty-four weeks of instruction in the principles and methods of teaching, twenty-four weeks of observation and practice in a training school, twelve weeks of instruction in school organization and administration, twelve weeks of instruction in manual training and school economics.

The board has also adopted a course of elective subjects. This course offers three years' work in Latin, German and mathematics, and not less than two years' work in physics, chemistry, botany, zoology, English and American literature and history. It is required that when Latin or German is elected it shall be pursued for a period of not less than two full academic years.

The Sedalia, Mo., board of education has re-elected Supt. G. V. Buchanan, by unanimous vote. Mr. Buchanan will serve his fifteenth term during the coming school year.

Supt. C. M. Cole, Atlantic, Iowa, has resigned.

Elmwood, Ill. Supt. C. S. Stewart has tendered his resignation to the school board.

St. Cloud, Minn. Supt. A. N. Warner, salary increased from \$1,700 to \$2,000.

Racine, Wis. Superintendent B. E. Nelson succeeds himself as head of the school system. Mr. Nelson's salary was increased from \$2,400 to \$2,500 a year.

Cedar Falls, Ia. D. M. Kelley was re-elected superintendent of schools for the seventh time, and his salary fixed at \$1,700.

South Dakota. The legislature has changed the method of certifying teachers. Hereafter all teachers' certificates will be issued by the state superintendent on the recommendation of the state board of examiners, who will grade all papers. The new compulsory education law provides that all pupils between 7 and 14 years of age, inclusive, must attend school the first six months in which school is held in the district, with the usual exceptions.

State Superintendent Cotton of Indiana in discussing the teachers' salary question lays down six propositions:

The great school problem is first and last the problem of efficiency. Efficiency in school work demands competent men and women; competent men and women command good salaries; good salaries require larger funds than are at present provided; to increase salaries without raising the standard of efficiency would commercialize the calling; to raise the standard of efficiency without increasing salaries would make it impossible to secure competent men and women.

Colorado Springs, Colo. The school board has adopted two new rules touching on the eligibility of teachers and tending to increase the general efficiency of the force. The rules read:

"No person shall be appointed to a position as teacher in the elementary schools unless a graduate of a city normal school, a state normal school, or a college of high rank, with a reasonable knowledge of psychology, or unless after three years of successful experience in a city school of equal rank with Colorado Springs, or three years in county or village schools and one year of professional training. Preference shall be given to those who have had professional training.

"Teachers shall be advanced according to schedule only upon recommendation of the teachers' committee and superintendent, that the services rendered, as shown by their observation and other sources of information, has been such as to justify advancement."

The adoption of the rules will not render ineligible any teacher now in the service.

Wenatchee, Wash. The twelve months plan of paying teachers' wages has been introduced. The school authorities hold that, while the teacher gets no more money than under the old plan of paying during the school year only, still she is rated on a fairer basis as a wage earner.

Thus, a teacher who receives \$720 per year gets \$80 a month on the basis of nine months. The average person will consider this a large salary but will forget that during the three months of vacation the teacher has no income. On the twelve months basis this same teacher will receive \$60 a month and the public will compare her earnings on this basis.

Somerville, Mass. Supt. G. A. Southworth has estimated that out of every dollar spent for the schools during 1906, 79.2 cents were paid out in teachers' salaries; supervision, during the same period, cost 1.6 cents; janitors' salaries and school supplies, each 7 cents; heat and light, 5.2 cents.

The cost of educating a high school pupil was \$52.30. For grammar and primary school pupils, \$23.66 was spent. For high schools the outlay is a decrease of \$2.79 over the previous school year, and for the common schools an increase of 25 cents.

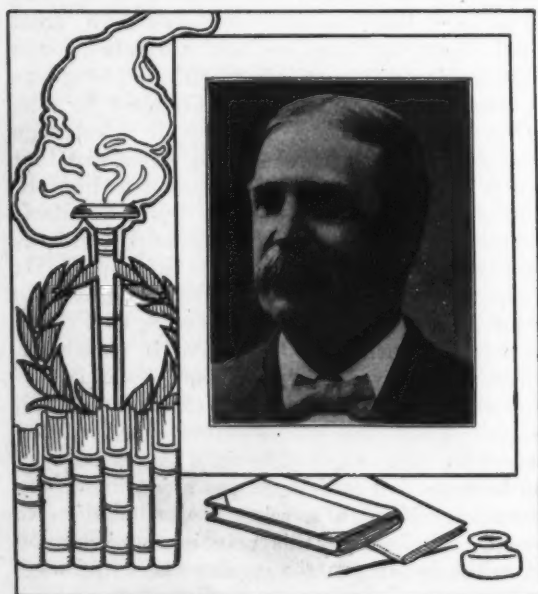
MR. STETSON RESIGNS.

Mr. W. W. Stetson has resigned from the office of state superintendent of schools of Maine, after a service of twelve years.

In accepting his resignation Governor Cobb expressed his entire confidence in Mr. Stetson's integrity as a man and an official and commended the work he has done for the schools of the state. He also significantly indicated his estimate of the services rendered by Mr. Stetson by stating that his successor would not have been appointed until his "voluntary resignation" was in the governor's hands.

The legislature, during the recent session, made its attitude toward Mr. Stetson clear by voting to nearly double the salary of the state superintendent and by refusing even to consider a bill to abolish the office and create a board of education.

Mr. Stetson will devote the next two years to filling the lecture engagements he has made in various parts of the country. He also will finish some books he is writing and then take a journey around the world as soon as his work will permit.



HON. W. W. STETSON,
State Superintendent of Maine, who has resigned.

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The Size and Selection of School Boards

A FEW INDEPENDENT OPINIONS OF SCHOOL OFFICIALS

More than a month ago the State Supreme Court of Wisconsin declared the entire school board law for the city of Milwaukee null and void. This decision was based on the ground that that provision in the act of 1905, which had called for the appointment of the first board of education by the circuit judges of the local county, was unconstitutional, since state officers cannot be invested with powers that belong to a municipality or interfere with local government.

As soon as the meaning of the decision had become evident to the citizens of Milwaukee, two bills were introduced into the state legislature. The one calls for the election of a small school board at large; the other provides for ward representation.

The introduction of these two bills caused no end of discussion in the community concerned. Public mass meetings were held, newspapers debated the question, principals and citizens sent lengthy communications to the press, and delegations argued one side or the other before the committee on education of the legislature.

The Questions.

To obtain the opinion of the educators of the country at large on the question one of the local newspapers sent letters to the school men in all parts of the states asking the following:

1. Is it better in a large city to have a school board of medium size, say not to exceed eleven or twelve; or is it better to have a large school board of twenty or twenty-five or larger?
2. Is it better in large cities that members of school boards should be elected from wards or districts, or is it better that they should be elected from and represent the city at large?

Consensus of Opinion.

With the return of the answers the following conclusions became evident:

1. That a small to medium-sized board, from seven or nine to not more than eleven or twelve members, is universally pronounced most effective, and best for the schools.
2. That almost every reply declares unequivocally for choice of members from the city at large, many answers touching on the evils of election by wards.
3. That many cities have abandoned election by wards and have sought relief in boards chosen at large; some cities are only now moving to abolish the ward system, and wherever the ward system of representatives has been dropped it is stated that public opinion would regard a return to it as a retrograde movement and would not permit it.

It is almost needless to say that city and county superintendents of schools heartily favored the small board chosen at large. In replying to the questionnaire each advanced his arguments and for the most part repeated what students of school administration usually advance. The opinion of one directly employed by a board and acting as its agent naturally carries with it less force than that of the man entirely independent of personal considerations. We are printing here only opinions of school board members and professional workers whose interest is entirely impersonal:

The Answers.

Elmer Ellsworth Brown, Washington, D. C., United States Commissioner of Education:

1. It is pretty well agreed among those who have made the most careful study of this subject in recent years, that a comparatively small board, not exceeding eleven members, is very much to be preferred. If the board is an elec-

tive body, it may be desirable that it should be still smaller, consisting of from three to five members.

2. A board representing the city at large is greatly to be preferred. I think this is generally agreed by those who have studied the question most thoroughly in the light of the experience of many widely scattered American cities.

Charles H. Philbrick, Providence, R. I., President Providence Public Education Association:

1. By all means avoid large board; five or seven enough.

2. The best interests of our public schools are served when members of controlling body are selected for their ability to render good service without regard to ward or district lines.

Joseph Swain, Swarthmore, Pa., President Swarthmore College and member National Council of Education:

1. The school board should not exceed eleven or twelve. Seven or nine is a good number.

2. The members of the board should represent the city at large.

The above view represents what I believe to be a consensus of expert opinion.

A. E. Winship, Boston, Mass., member Massachusetts State Board of Education, and Editor Journal of Education:

1. A small board is every way preferable. Boston has five, only three places in Ohio have more than seven. I think no place in Indiana has more than three. Every movement is toward a small board. A board with no sub-committee is the ideal by general consent.

2. At large. There is, so far as I know, no difference of opinion as to this. Ward choice of members is uniformly mischievous. That scheme has been abandoned almost universally. To return to it would be reactionary in the extreme.

Edward C. Elliott, Madison, Wis., Associate Professor of Education, University of Wisconsin:

1. A medium size board, composed of an odd number of members, preferably seven or nine, is decidedly better than a large board of twenty or twenty-five members. A board of education is an administrative and legislative body. A small number of members permits the transaction of the legitimate business in an expeditious manner by the board as a unit; reduces the necessity for, and the exercise of, undue authority by numerous committees; enables the fixing of responsibility; lessens danger of wire pulling and of the representation of special interests; brings the complete board into closer touch with the important problems of the local educational situation as a whole. Furthermore, the small board is more likely to attract men and women of superior ability and whose services are given for the betterment of the educational facilities of the city without reference to any special class or section.

2. A small board elected at large is by far the better plan. The system of ward or district representation leads to an unwieldy board and produces a clash, friction or compromise of special interests, antagonistic to the best development of the school. The experience of American cities proves conclusively that a board of education composed of representatives of ward or districts has every likelihood of being a body constituted on the basis of partisanship, and partnership—political, religious, social or personal—has no place in an effective board of education of a truly modern American city.

Samuel P. Orth, Cleveland, O., member and former President Board of Education:

1. By all means adopt the small board plan. After careful investigation of this subject, I cannot be too emphatic in my opinion that large boards are, for effectiveness and dispatch of business, not to be compared to small boards.

2. Members of school boards should represent the whole city, not any particular section. The schools belong to all the people, to the whole city. The ward plan of representation tends to lead to trading and to sectional favoritism and that is bad for the schools.

C. M. Woodward, St. Louis, Mo., member and formerly President of Board of Education:

1. It is decidedly better to have a board not exceeding eleven or twelve members. St. Louis has a board of twelve members; formerly it had a board of twenty-eight members. The present board is infinitely a better board in every particular. Were it not a fact that our board is obliged to administer a large amount of real estate which belongs to the public schools, we could get on perfectly well with a board of nine members.

2. It is immeasurably better to have every member of the board elected by the city at large so that he represents the whole city and not a part of it. Formerly the twenty-eight members represented, individually, separate wards in St. Louis. The effect of that local representation was exceedingly bad in two ways: First, the local representatives, except in special cases, belonging to an inferior class of men as compared to those elected by the whole city; the inferior man could easily have a local following, political or otherwise, sufficient to elect him and yet he might not be at all the sort of a man who would be elected by the whole city. The old board contained every year a minority and sometimes a majority of men who were really unfit to be on the school board. Under our present system every man is carefully canvassed—his character, his ability, his public spirit, his interest in the public schools—with the result that every man makes a good member of the board. Secondly, a board consisting of local representatives is inevitably full of wrangling and trading—each man trying to secure for his ward or district not alone its just, equal share of appropriations, but very often an unjust and unequal share.

I will further add, that in the election of members at large (who should be elected to serve not less than four years nor more than six—a part going out each year or every two years) that very little regard should be paid to the actual residence of a member; naturally, they would not all live in one neighborhood, but there ought to be a particular care to distribute them. The main thing is to get good men who will attend to the work.

The St. Louis board, while bi-partisan in composition, is non-partisan in all the administration of the public schools. Four men are elected every two years—two Democrats and two Republicans, and all four names are placed on each of the principal tickets and every man is voted for by both parties. This prevents all electioneering and compels each party to put forth its best men; the arrangement, however, is in accordance with an unwritten law which the city has obeyed for twelve years, and which we hope it will continue to obey.

George M. Foster, Rochester, N. Y., President Board of Education:

1. I would say with all the emphasis which I can command that it is infinitely better to have

(Concluded on Page 17)

Among Boards of Education

A Report on Fraternities.

That high school fraternities are detrimental to students who are members is shown from figures compiled by Principal E. H. Clark of the Bloomington, Ind., high school. Mr. Clark compares the work of fraternity and non-fraternity students and finds that the class markings of the former are poor as against those of the latter.

"A pupil," says the report, "is considered as doing fairly good work if he maintains an average grade of at least 85 per cent. Forty-five and nine-tenths per cent of the non-fraternity boys at Bloomington had grades of 85 or higher, while only 23.5 per cent of the fraternity element had such standing. Secondly, the average grade of the non-fraternity boys was 81.9 per cent and that of the fraternity members only 71.2 per cent. This means that if all the grades had to be equalized the whole fraternity would lack 3.8 per cent of passing, while the non-fraternity boys would have 6.9 per cent more than is required to make their credits.

"The average grade of the fraternity members shows a decrease from 76.4 per cent in the first year to 72.3 per cent in the fourth year; that of the non-fraternity boys increases from 79.6 per cent in the freshman year to 91.8 per cent in the senior. The per cent of passes made by the members of the fraternities decreases from 75 per cent in the first year to 60 per cent in the fourth, while with the non-fraternity boys the per cent of credits made increases from 80.4 in the freshman year to 91.7 in the senior. These comparisons show that the most harmful effects come in the last years of the high school, at the very time when they should be at their best."

Speaking of sororities, Mr. Clark says:

"The results are much more favorable to the sorority than to the fraternity. Aside from the fact that girls are generally better students than are boys, their club meetings are always held at some mother's home and do not have the objectionable features of the boys' societies. I sincerely believe, however, that the sorority, as well as the fraternity, is fundamentally wrong."

AMONG BOARDS OF EDUCATION.

New York City. On recommendation of the committee on special schools, with the approval of the Board of Superintendents, 31 vacation schools, 63 vacation playgrounds, 6 open air playgrounds, 1 kindergarten center, 19 playgrounds for use of mothers and babies, and 12 evening roof playgrounds will be conducted during the summer months.

Rochester, N. Y. On the request of several societies and bodies of citizens the board of education has signified its willingness to take charge of and supervise a playground, a vacation school and establish a social center experimentally for the use of the citizens. The board of estimate and apportionment has appropriated \$5,000 in the tax levy for the purpose.

Springfield, O. With the aid of the local police the board of education has completely suppressed the sale of prize candy to school children. Dealers continuing its marketing become liable to the charge of exhibiting a gambling device and are threatened with prosecution.

Springfield, O. The board of education has set aside the sum of \$75 for the purchase of

prizes for the best kept school yards in the city. Part of the award will go to the janitor.

Minneapolis, Minn. The board of education has installed a kitchen and lunch room in the basements of three of the high schools and is furnishing penny lunches to pupils with great success.

Stillwater, Minn. A plan has been adopted by the board of education for systematizing athletics in the high school. The pupils will be divided into three classes for girls and two for boys. These classes, under the direction of the principal and a teacher, will, every week during the regular sessions, spend half-hour periods in military movements of the body and feet, with drills and occasional games. Exercise will be made compulsory.

New York City. The board of education buried in committee the suggestion of Commissioner W. N. Wiemer for an arbitration committee to preserve harmonious relations between the board and its 14,000 teachers. Mr. Wiemer in advocating the plan said in part: "Last year we lost over \$1,000,000 in lawsuits, and we have suits amounting to \$1,500,000 that are now pending. Many of the women who are bringing these suits are urged to do so by former members of the board. Let us confer with these teachers. I merely want a conference committee."

Boston, Mass. A gradual reduction in the number of pupils assigned to each teacher in the schools has been planned by the board of education. The average of about fifty pupils per teacher is to be reduced two each year for three years, beginning with the opening of the fall term.

Springfield, Ill. In explaining the meaning of the word "applicant" the board of education has adopted the following resolution:

"The word 'applicant,' as found in the preceding sections, does not apply to an applicant who has been teaching in the public schools of Springfield, has given satisfactory evidence of her ability to teach, and asks reappointment at the close of the school year, nor to a pupil teacher entering the teachers' training school, but to an applicant who has applied either for the first time or who has not been teaching in the public schools of the city at any previous time during the last two years previous to making the application."

Matteawan, N. Y. The school board has attempted to solve the teacher vacancy difficulty by adopting a resolution which demands that all teachers "contemplating a change in the field of labor during the coming year must notify the principal on or before May 15, next, with a final decision."

RULES AND REGULATIONS.

Chicago, Ill. The school board has incorporated changes in its rules for the rating and pay of high school teachers. The recent marking system has been abolished and the salary groups have been discontinued. Instead, every instructor will begin his service at \$850 and advance at the rate of \$50 per annum during the probationary period of three years. Thereafter the annual increase will be \$100 until the maximum of \$2,000 is reached.

The high school principals will be required to report on the efficiency of the teachers, annually, in January. These reports shall state that the teacher is efficient or inefficient, ex-

cept during the probationary period, when the mark, efficient-plus, or efficient-minus, may be employed. When any teacher receives an estimate other than efficient the reason for such marking must be stated in writing.

All teachers in the high schools will be obliged to furnish evidence of study for professional improvement. This may consist of a supervised study, credits from approved universities or special schools, theses or examinations on self-supervised studies, books or monographs written, or research work done.

Milwaukee, Wis. The board of school directors has amended its rules to provide that no report of a committee shall be acted upon unless the meeting of the committee was held at least twenty-four hours previous.

Newark, N. J. The school board has so revised its rules that teachers who are absent from duty because of the quarantine regulations of the health department will not forfeit their pay during the time lost.

Cheney, Wash. The board of trustees of the State normal school has placed the salaries of the faculty on a twelve months' basis instead of ten and one-half, as previously. Teachers who resign during the summer will receive the salary due for the vacation period at the beginning of September.

Philadelphia, Pa. The school board has amended its rules so as to place the high schools under the direct charge of the superintendent of schools. Previously authority over the schools was vested in a committee of the board which directed with the aid of the principals. In the future all details of management will go to the board through the superintendents' department.

Troy, N. Y. The following resolutions were adopted by the board of education: "Resolved, that hereafter no applications for positions as teachers from married women having living husbands shall be considered by the teachers' committee or the board."

THE BROWNLEE SYSTEM OF CHILD TRAINING.

Over two years ago a gentleman from New England, having been informed of this system, went to the Lagrange school, Toledo, to investigate it.

Miss Julia Brownlee, the principal, explained that our public school system was originally planned for the mental qualities of the child and later, the care of the body had been added, but little done to impress moral ideas.

She devoted seven years in perfecting a plan which seemed to produce very unusually beneficial results. It crystallized into having a motto for each school month, such as kindness, cleanliness, obedience and later, it was found that the monthly motto—the letters cut out of white paper and attached to a long banner of dark cloth—stretched across the main hall, gave additional impressiveness to the word on the receptive minds of the pupils.

The system having obtained a deserved reputation in a section of northern Ohio, this New Englander felt it should be more widely known and had a descriptive pamphlet sent at his expense to every superintendent of schools in the United States.

It awakened remarkable interest and for the past eighteen months Miss Brownlee has been lecturing in California, Colorado, Nebraska, Montana, and Washington, and is invited to deliver an address at the Jamestown Exposition.

It is doing a great work and if any superintendent of schools or member of women's clubs would like to have her address them—her present address is 953 Twenty-first St., San Diego, Cal.

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Teachers' Salaries

Grand Rapids, Mich. Upon recommendation of the committee on salaries the school board has raised the minimum wage of grade teachers from \$350 to \$400 per year. Annual increases of \$50 are provided until the maximum of \$750 is reached in the eighth year.

The present maximum salary of the teachers of the eighth grade is \$700, seventh grade \$675 and under that \$650. Upon recommendation of Supt. Greeson the distinction is discontinued and all grade teachers will hereafter be in the same class.

With the increased salaries the board has also changed the rules relating to the eligibility of candidates for teaching positions. In the future only graduates of a two years' course in a Michigan state normal school will be eligible.

Kindergartners must be high school graduates and have at least two years' training in a kindergarten school. Credit is to be allowed for college work.

The teachers in Seattle, Wash., public schools received an increase in salary during March. The largest advance, given the high school instructors, amounts to approximately 12 per cent, but the raise affects about 500 teachers. The minimum for grade teachers, which was \$540, is now \$720; for high school instructors the former minimum was \$840, and is now \$900. Principals, whose minimum was \$960, now receive \$1,800. The maximum salaries are \$960, \$1,800, and \$1,920, respectively. The rate of increase varies among the different departments, according to experience and amount of work required.

Rules were adopted by the board for the grammar grades, a similar schedule to be prepared for high school teachers. Among other points included are these requirements:

That the salary paid teachers shall be based upon the schedule according to the length and character of experience in school work.

That teachers shall be classified into five classes: those in the first class to be paid at the rate of \$720 a year; those in the second class, \$780 a year; those in the third class, \$840 a year; those in the fourth class, \$900 a year, and those in the fifth class \$960 a year.

That in order to be eligible to appointment, teachers shall have had a normal school education, or its equivalent, and at least two years' successful experience in graded schools of acceptable rank, teachers having such minimum of qualification to be assigned to the first class; provided, that especially meritorious teachers of less experience may be appointed by the board as probationary teachers at less than the minimum salary.

That all re-elected teachers shall be advanced year by year, until the maximum salary has been reached; provided, that any such teacher may, upon the recommendation of the superintendent, supported by reports of his assistants having supervision, be denied promotion or reduced in class.

That teachers shall be paid one-twelfth of the annual salary upon the fifth of each month, except in July and August. At the close of the school year in June, the teachers shall receive the tenth and eleventh installments of their salary, and upon the fifth of September following they shall be paid the twelfth installment.

Ballard, Wash. A new schedule of teachers' salaries has been adopted providing increases in the pay of all the instructors. In the grades,

the minimum has been fixed at \$65 per month, at least one year's experience is required and normal or college training are accepted. The maximum is placed at \$85, excepting for eighth grade teachers, who will receive \$90.

Principals of two-room schools will receive \$90 per month, and \$5 will be paid for every additional room up to eleven. In buildings of twelve or more rooms \$1,425 will be paid, which sum will be the maximum.

High school teachers of one year's experience will receive \$90. Yearly increases will be \$10 per month up to the maximum of \$130. Heads of departments will start at \$100 per month and advance with \$10 increases up to \$150. The principal's salary will be \$1,680. The supervisors' salaries have been fixed as follows:

Music, three-fifth time, \$75; drawing, full time, \$125; manual training, hardwood working, \$115; assistant woodworking, \$110; assistant domestic science, \$90.

Colorado Springs, Colo. The school board has adopted a new schedule of teachers' salaries, increasing the minimum and maximum and making advances dependent upon merit alone. In brief, the following provisions have been adopted in the scale:

Kindergarten schools—Class B directors, \$540 per year; class A directors, \$600 to \$720 per year; yearly advances not to exceed \$60.

Kindergarten assistants—Class B, \$420 per year; Class A assistants, \$480 to \$540 per year. Kindergartners who work two sessions a day will receive one-fourth more than for one session.

Elementary schools—Class D teachers, \$45 per month, \$540 per year; class C teachers, with one year of experience, \$600 per year; class B teachers, \$660 to \$780 per year for the first year's service in this class and until recommended for advancement to \$840 per year.

Advancement from one class to the other will be dependent upon merit alone and no advance in salary shall exceed \$90 in any one year. Class A teachers who have served not less than two years in class B may advance to \$900.

High schools—Four classes of salaries based upon proficiency and length of service will be provided in the high schools. Class D teachers with less than one year's experience will receive \$900 for women and \$1,000 for men; class C teachers, with less than two years' experience, will receive \$1,000 for women and \$1,100 for men; class B teachers, with more than two years' experience, may receive \$1,075 to \$1,150 for women, and \$1,175 to \$1,300 for men.

After the first year's service in this class women may advance to \$1,300 and men to \$1,500. Class A is created for teachers of special merit who have served not less than two years in class B, and who have received the maximum salary of that class. Women in class A may advance to \$1,400 per year and men to \$1,600.

No teacher in the high school shall receive increases of more than \$100 in any one school year.

The salaries of principals in the ward schools will range from a maximum \$1,000 paid to a female teacher of a two-room school building to \$1,300 paid to the male teacher of an eight-room school. Fifty dollars will be added to the principal's salary for each room above the eighth. Principals who are excused from

teaching will suffer a reduction of \$100 in their salaries, excepting those in charge of ten-room or larger schools.

The minimum salaries of supervisors and special teachers is fixed by the board when these persons are employed. The maximum salaries under the new rules will be as follows:

Supervisor of music, \$1,400; supervisor of drawing, \$1,400; special teacher of bench work, \$1,250; special teacher of domestic science, \$1,200. Provided, that any supervisor or special teacher shall not be advanced more than \$100 for any one year.

New Bedford, Mass. The following changes in salaries amounting to an increase of \$6,000 have been passed by the board of education, to take effect at the beginning of the next school year: \$100 increase per annum to each of the grammar principals, making the salary \$2,000 per annum; \$100 increase per annum to the principals of two ungraded schools, making the salary \$1,600 per annum; \$25 increase per annum for teachers in the first seven grades, making the maximum \$650 per annum; the minimum salary of all teachers in the first seven grades when elected, unless otherwise provided, shall be \$500 per annum, the increase to be \$50 per annum until the maximum is reached; \$100 increase per annum to the teacher of Sloyd, making the salary \$1,700 per annum; \$50 per annum increase to the cooking teacher, making the maximum \$750 per annum; \$100 increase per annum to the principal of the Acushnet school, making the maximum \$900 per annum.

Chillicothe, O. The school board has raised the salaries of all the public school teachers. The new schedule adopted recognizes both merit and the difficulty of the grade taught. The minimum salary of all grade teachers who have no experience is fixed at \$40 per month. The established salaries in the grades are:

A grammar, \$60; B, C and D grammar and A, B and C primary, \$50; high first and low first primary, \$55.

The board may at any time advance any teacher in the grades or the high school, upon the recommendation of the superintendent and the approval of the education committee, to a salary not to exceed \$65 in the grades or \$100 in the high school.

Minneapolis, Minn. The board of education has raised the maximum pay of all the principals, and men and women will share alike under the new schedule.

The maximum salaries for principals of grade schools were fixed as follows: Six and seven-room buildings, \$1,000; eight and nine rooms, \$1,100; ten and eleven-room, \$1,200; twelve and thirteen rooms, \$1,400; fourteen and fifteen rooms, \$1,600; sixteen and seventeen rooms, \$1,800; eighteen and nineteen rooms, \$1,900; twenty and twenty-one rooms, \$2,000; twenty-two and twenty-three rooms, \$2,100; twenty-four and over, \$2,300.

Under the new schedule adopted all principals of grade schools will get an advance of \$100 per year over their present salary every year until the maximum is reached.

The salary of the principal of Central high was increased \$100 per year, which places it at \$2,900. The salaries of the principals of East high, North high, and South high are each raised \$300 per year, which makes their salaries \$2,700 each. All teachers in the high schools are raised \$50 per year over their present salary.

As there are 160 high school teachers in all, this makes an increase of \$8,000.

The total increase in the pay roll of grade principals for the first year will amount to \$5,400, and the total increase in the pay roll of the high school principals will amount to \$1,000 per year.

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Reg. U. S. Pat. Off.

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SCHOOL BOARD ORGANIZATION.

Legislators in several states have recently inquired as to the most approved methods for creating school boards for the larger cities. While the suggestions which have been gathered vary in many minor particulars, yet the judgment of those best equipped to discuss school administrative topics is fairly unanimous on the leading questions.

Where cities seek a change in the organization of the school board, the question is naturally asked, what shall it be?

A large or a small school board? Short or long terms of service? Representation by wards, or representation at large? Shall it be an appointive or an elective school board? These questions embody in a nutshell all the elements involved in a consideration of the kind of school board a large city ought to have.

The membership of a school board should not be so large as to prove unwieldy and cumbersome, nor so small as to become a close corporation. While large school boards may be said to be more representative in character, experience has nevertheless taught that they are less efficient than smaller bodies. In larger bodies the responsibility is diffused into committees. These control more frequently than the larger body.

The value of the smaller body lies in the fact that a better class of men is usually obtained and in that the responsibility is more directly fixed.

The membership should be large enough to enable it to transact properly the business of such a body. It should be large enough to be truly representative of the entire people; representative of its best citizenship; its noblest purpose, its highest aspirations, its best impulse.

It is a common complaint that men selected to public office find their terms expired before they have become fully proficient for their duties. Here it is true that, where a public servant is inefficient or dishonest, any term that might be granted would be too long.

But, a reasonable tenure should be fixed—a term of service that shall be long enough to enable the school board member to become thoroughly familiarized with the duties of his office and to enable him also to apply his experience to the fullest measure. A term not less than three years and not to exceed six years should be fixed.

The next question is the one which deals with the subject of representation. Which is the most practical? Ward representation or representation at large?

Experience in most cities has taught that representation at large has the tendency to

secure a higher type of men. Ward representation tends to foster sectionalism; it narrows the interest of the school director to the schools in his district. The influential ward and influential school director usually secures more for his district than the less influential. Each works for his own district, without a due regard for the interest of the whole.

The success of an elective school board rests wholly upon the people. If every citizen will comply with his duty, go to the polls and vote on school election day, a truly representative school board is secured.

In theory the elective system is the only correct one. The schools belong to the people and should be kept near them. It is the pride of the American citizen to have a voice in selecting the men who shall direct the educational affairs of his community.

There was a time when practically all school boards throughout the country were large in size, representative of wards and districts, and elected by the people. But these have gradually disappeared from the larger cities.

Experience has prompted a departure from the larger to the smaller boards, from the ward representation to the representation at large, from the elective to the appointive board.

Finally, it should not be forgotten that, after all, it is men rather than method that makes good school boards. The problem lies in a method that shall secure the best men—men of character, of efficiency, of patriotism.

We want men who are strong and fearless, men who will work faithfully, untiringly and loyally for the educational progress of the community. School boards should not exist for the purpose of affording honor and preferment; they should exist for one purpose only—namely, the educational welfare of the child.

THE ADVENT OF TRADE SCHOOLS.

It is a remarkable fact that there are now practically no trade schools in this country conducted under the auspices of the public school system.

The trade schools which flourish in the larger cities of the East are maintained almost wholly under private auspices. They were founded by philanthropic people and are maintained largely through the generosity of public-spirited men and women.

The initial step to establish trade schools as an adjunct to the public school system was taken by the state of Massachusetts. A law has been enacted which will enable school boards to establish such schools and maintain them out of the public school fund. The state of Wisconsin also has a law under consideration making it possible for school boards to establish trade schools as a part of the common school system.

The significance of such a departure can scarcely be overestimated. This country has during the past year felt the dearth of skilled mechanics. The losses experienced by the manufacturer have been for the want of such help rather than for the want of orders for his product.

This country has, and is now, enjoying unprecedented prosperity. Its productive power has been tested to the limit. It has scarcely been able to supply its own wants. This in itself would not seem to be a serious matter. But, here it should be remembered that the United States are rapidly changing from an agricultural to an industrial country. By this

we mean that this country is consuming from year to year proportionally more of its own agricultural products than it produces. At the same time the industrial production is increasing in a greater ratio than the agricultural.

Again, we must here couple the fact that, while Germany and England lead us in export trade, we have declined in our export of competitive manufactured goods. Why? Because, we have not the skilled labor that is at the service of the German and English manufacturer. Trade schools will no doubt aid largely in supplying the country with more and better skilled labor than has been at the disposal of the manufacturer in the past.

If the school boards in states, where favorable laws have been enacted, will make these trade schools all that they should be, some surprising results may be expected.

The states of Massachusetts and Wisconsin may be congratulated for the progressive step taken in behalf of industrial education.

GO TO LOS ANGELES.

The custom to attend school board conventions has grown in recent years to such an extent until there is at present scarcely a state in the union where such gatherings are not being held.

The national gatherings of this character, too, have seen an increased attendance from year to year. These national gatherings, however, have been more largely made up of school board members from the localities where the conventions were held. Few school board members have traveled any long distances to attend national school board conventions.

The National Educational Association will hold its next annual meeting at Los Angeles, California, July 8-13. The Department of School Administration will provide a program that will be well worth the trip across the continent. It ought to attract school board members from the entire country.

Those who are planning a summer trip may well keep Los Angeles in mind and secure not only a delightful journey to the Pacific Coast but also an intellectual treat that will prove a powerful stimulant in progressive school administrative labors.

OBSERVANCE OF ARBOR DAY.

The movement to encourage tree planting through the medium of school children found its inception on the western plains. The absence of forest and woodlands and the exposure of lone schoolhouses and cabins to the elements offered the suggestion. The state of Nebraska made the start, and in 1872 legalized the so-called Arbor Day.

Other western states soon followed. The utilitarian rather than the æsthetic side appealed to the prairie farmer. Trees would break the momentum of blizzards in the winter; they would offer shade and rest during the summer.

When the American Forestry Association met some ten years ago in St. Paul, Minn., there were all told only four states in the Union that recognized the observance of Arbor Day.

Arbor Day is now legalized in Arizona, Maine, Minnesota, New Mexico, North Dakota, Wisconsin, and Wyoming, the day being set by the governor; in Texas, February 22; Nebraska, April 22; Utah, April 15; Rhode

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President Roosevelt is Dee-lighted with Playgrounds.



Spring again.



Is this in the interest of the child?

Island, May 11; Montana, second Tuesday in May; Florida, first Friday in February; Georgia, first Friday in December; Colorado (school holiday only), third Friday in April. Other states are: California, Colorado, Connecticut, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Missouri, New Jersey, New York, Ohio, Oregon, Pennsylvania, Tennessee, Vermont.

When the governor of Illinois recently designated the legal Arbor Day, he said:

"While in this prairie state we are deeply concerned in efforts to make every acre of land render its maximum yield, we should not neglect our duty in beautifying our private and public grounds by planting trees and shrubs. I believe that we can transmit to our posterity no finer heritage than land well set with beautiful trees.

"Therefore, I urge that village and city authorities, school boards, teachers and owners of homes, observe the day by planting trees, shrubs, vines and that appropriate public exercises be held that will encourage the care and love of trees, that we may enjoy them ourselves and leave the earth to those who come after us more beautiful and wholesome than we found it."

APPOINTMENT OF TEACHERS.

There are school boards throughout the country who do not make their appointments, or reappointments, of superintendent, principals and teachers until the month of July. This is altogether wrong.

The professional workers ought to know

their fate before they enter upon the summer vacation. School officials can know during the month of May as well as they can know in July what teacher is to be reappointed or to be dropped.

It has become an established custom in well regulated school systems to make all appointments before the middle of June. The teacher that is dropped is relieved from suspense and may look elsewhere for employment, and the teacher that is reappointed may enter upon his or her vacation without apprehension or anxiety. The superintendent, too, ought to receive an early intimation of his appointment or dismissal. The positions that are open to him in his own peculiar calling are limited, and he ought to be given ample time to seek a position elsewhere if he is to be relieved of his duties.

School boards, therefore, should act promptly and without hesitation on the professional workers that are to serve during the ensuing school year.

One of the certainties of a superintendent's position is the uncertainty of tenure.

Do unto your predecessor as you would have your successor do unto you.

When anything is growing, one formatory is worth more than a thousand reformatories.—*Horace Mann.*

The increase in expense in an educational budget is not due primarily to large appro-

priations, but to the lack of economy in small items.

Nothing pays so large a dividend as a little investment for the purpose of making a child happy.

M. V. O'Shea, professor of education at the University of Wisconsin: "Young men are more earnest and better in manner and morals and in all ways more civilized when women are their classmates than under monastic conditions. The rush of women into academic institutions, I therefore conclude, has not lowered scholarship but has distinctly improved the conditions. The women do more work in a more natural way with better perspective and with saner incentives than when isolated from the influence of the society of men. There is less silliness and folly where a man is not a novelty. In co-educational institutions of high standards frivolous conduct or scandals of any form are rarely known. The responsibility for decorum is thrown from the school to the woman and the woman rises to the responsibility.

"The principle of coeducation must be retained, but this does not mean that the education of boys and girls must be identical. The girl must not be required to keep step with the boy from the beginning to the end of her educational career. The ideal plan is to have one school, an organized unity, but sufficiently diversified and elastic in its programme and general activities to provide for the needs of both the boys and the girls."



The situation in Salt Lake is found in all large centers.



Engaged in a conflict over the appointment of teachers.



School Boards find it difficult to hold down their budgets.

FOUR PRINCIPLES IN ADMINISTRATION

Clear cut ideas on the proper functions of school boards are expressed in the annual report of President Evan G. Shortlidge of the Wilmington, Del., board of education. During the past year the Wilmington board has been acting under a new charter and Mr. Shortlidge's observations are called forth by the working of the new instrument. After discussing the advantages and shortcomings of the charter, Mr. Shortlidge lays down these four principles which he believes should guide the board in its actions:

"1. There should be economy, but not parsimony, in the expenditure of money for public school purposes.

"It will be necessary to improve our school system and to maintain it at a high standard of efficiency; we must build and repair school-houses, provide the necessary books and supplies; we must demand trained teachers and we must pay them higher salaries; we must employ competent supervisors and pay them adequately, but in all these affairs we must see to it that the city shall receive value for every dollar expended.

"2. The administration of our schools should be entirely free from politics and political methods.

"I mean by this that it should perform all its duties intelligently and conscientiously, free from partisanship, prejudice and favoritism of all kinds, in the interests of all who have to do with the schools and for the general welfare and prosperity of all the people of the city.

"3. The separation of administrative from executive and professional functions.

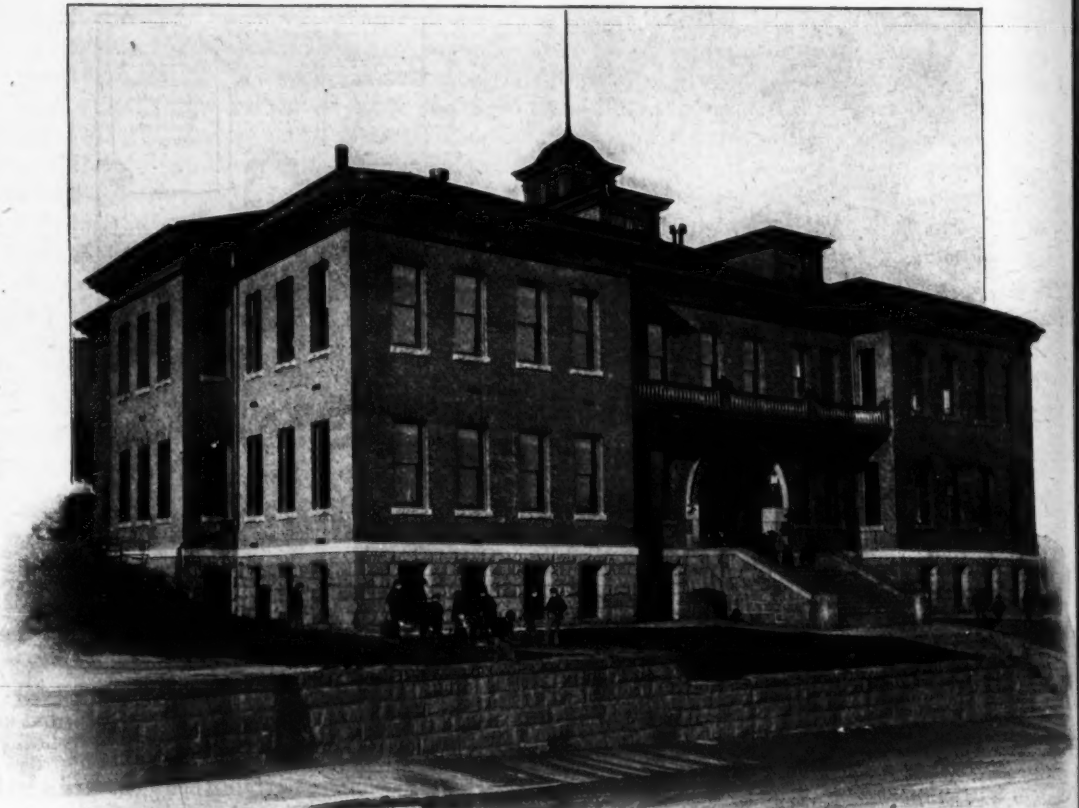
"The board of education, whilst having vested in it the absolute control and management of the school affairs of the city, should delegate the actual conduct of the schools and all matters requiring expert knowledge on the professional side, to the superintendent, principals, supervisors and teachers, reserving to itself only the right of approval or disapproval. These experts should be given the largest liberty, should be heroically supported by the board, and then held to the strictest accountability for results. The board should confine itself to the business side of school administration. In my judgment

a great step forward will have been taken when we have secured a concentration of power and responsibility in the heads of the several departments of school work. In the actual administration of the work of instruction the board of education should be a legislative but not an executive body.

"4. The application of civil service rules in the appointment of teachers and other employees.

"Some scheme should be devised whereby an eligible list of teachers may be prepared, from which appointments shall be made on the basis of merit in which training, experience, skill and efficiency shall be criteria. It is a crime against children to employ inferior or unsuccessful teachers on any pretext whatever. Un-

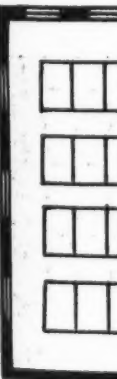
doubtedly preference should be given to properly qualified resident teachers, but we should see to it at all times that none but qualified teachers shall be employed in our schools. No matter how wisely we may plan or how carefully we may conduct the business of the schools, if we fail in the employment of properly qualified teachers we shall fail radically, fundamentally in our highest and most sacred duty. Other employees should be employed with the same scrupulous care that thoughtful business men would exercise in the conduct of their affairs. Pulls, favoritism, nepotism, political or partisan considerations should be entirely eliminated from all of our administrative functions. The oath of office is an efficient protection to the well disposed members of the board.



GRANT SCHOOL, BUTTE, MONT.

HIGH SCHOOL, ELKHORN, WIS.
Van Ryn & De Gelleke, Architects.

BASEMENT



FLOOR

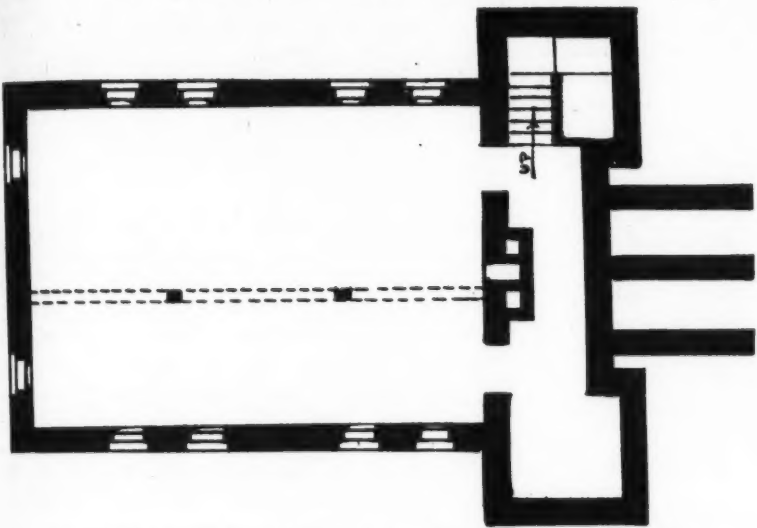
BUILDING

The St. Louis a new high school out equipment drawn preliminary of ninety-two students. The English style.

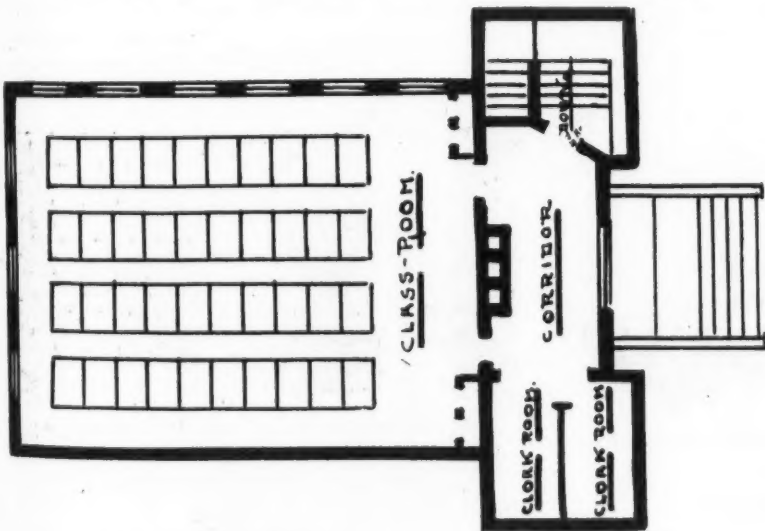
The sum of the public school year 1906. of \$114,567 and \$2,812,314.52. The architects, who are of office.



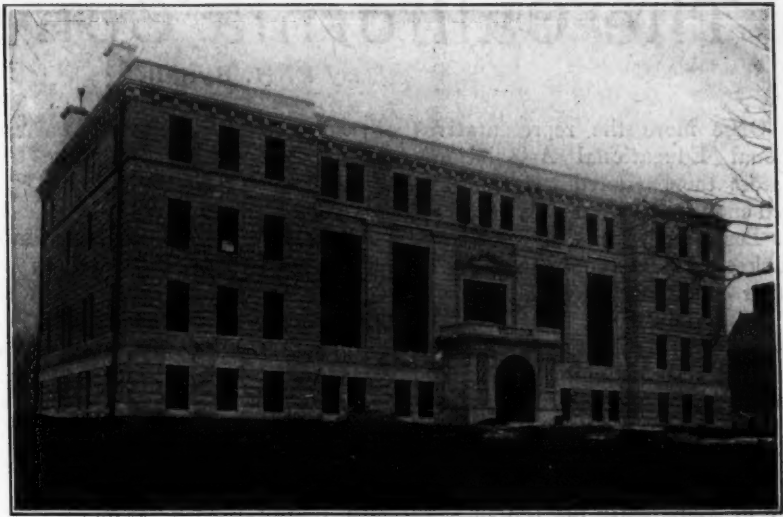
NEW SCHOOL, DISTRICT No. 4, KEWAUNEE, WIS.
W. E. Reynolds, Architect, Green Bay, Wis.



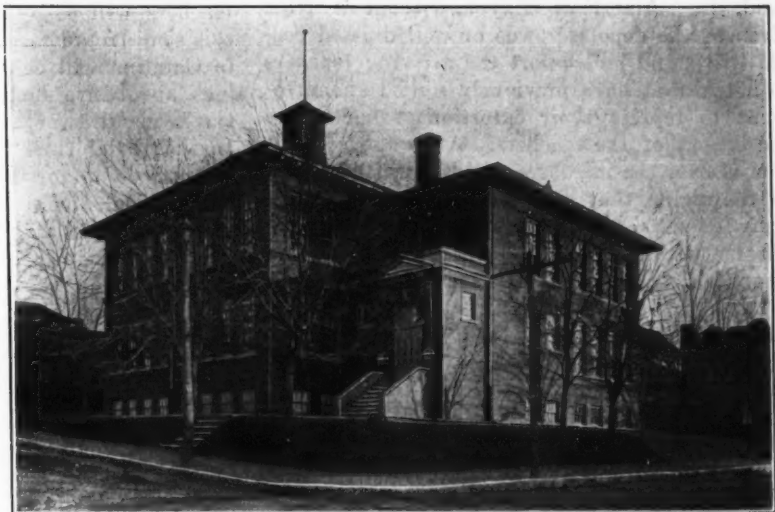
BASEMENT PLAN, DISTRICT No. 4 SCHOOL, KEWAUNEE, WIS.



FLOOR PLAN, DISTRICT No. 4 SCHOOL, KEWAUNEE, WIS.



HIGH SCHOOL BUILDING, CARTHAGE, MO.
Garstang & Rea, Joplin, Mo.
Chas. A. Smith, Kansas City, Mo. } Associate Architects.



WYAT SCHOOL, ST. JOSEPH, MO.
E. J. Eckel, Architect.



NEWLY COMPLETED HIGH SCHOOL, DODGEVILLE, WIS.
Chandler & Park, Architects, Racine, Wis.

BUILDING AND FINANCE.

The St. Louis school board proposes to erect a new high school that will cost \$650,000 without equipment. Architect Wm. B. Ittner has drawn preliminary plans, showing a building of ninety-two rooms, and accommodating 1,500 students. The exterior is to be in the early English style.

The sum of \$3,451,495.66 was expended on the public schools of Boston, Mass., during the year 1906. This figure represents an increase of \$114,567 over that of 1905. Of this amount \$2,812,314.52 were devoted to salaries of instructors, while the other \$600,000 went to salaries of officers and janitors, fuel, light, sup-

plies and incidentals.

Teachers' salaries during the year increased \$144,313.96; those of officers \$3,357.42, and janitors \$4,534.47.

Philadelphia, Pa. That only fireproof school buildings be erected in the future is the new policy adopted by the property committee of the board of education. A thorough study of the problems connected with school architecture has led the committee to come to this conclusion, even though the cost will be increased. Opinions were solicited by the committee from prominent architects in all parts of the country. Without exception these favored the erection of fireproof structures.

Chicago, Ill. The school board has made increases in its pay roll which will affect the 412 persons in charge of the school buildings. By this action the minimum salary paid to school engineers is increased from \$840 a year to \$960, and the maximum from \$4,800 to \$4,900. Only two engineers in the service now receive the maximum. Out of their salaries they have to pay the wages of janitors, cleaners and firemen, which reduces the net amount to approximately \$1,800. The total increases approximate \$35,000 annually.

Jersey City, N. J. The board has fixed the minimum pay of teachers at \$456 per year, an increase of \$48.

12 7 pages

The California Convention

By E. H. Rydall.

Once more the representatives of the National Educational Association will journey across the barren deserts and around the rugged mountains of the Pacific states to assemble at Los Angeles in July and enjoy a season of junketing and deliberation. Reception and other committees have been appointed to attend them and \$50,000, the contribution of merchants of this southern metropolis, have been subscribed for their entertainment. At the borders of the desert, a hundred miles to the east, some of these committees will await the arriving trains laden with teachers and solace them with luscious fruit provided by the Chamber of Commerce for the purpose. En route other committees will hand through the car windows bunches of lovely flowers to gratify the hearts of the travel stained, dust covered pedagogues as they travel through the promised land, the American Egypt without a Nile. Even at the depots crowds of well dressed people will stand and escort the arriving teachers to hotels that have previously signed an agreement to repress their extortionate habits for the benefit of the teachers. After the convention is over the members will be guided around to the sights that ever attract the wandering army of tourists. A summary of these may not be without use to our readers, some of whom will be found in this traveling company.

The old missions of California will receive due attention. Few of these remain, surviving the effective disposition of time and earthquakes; the nearest is that at San Gabriel, consisting of a church, a fraction of the great institution that once decorated the vicinity, but sufficient to exhibit the salient features of the missions. Here is the squaws' gallery that once contained all the savage women while they attended worship and viewed their dusky male relatives on their knees in the body of the church, praying with the good fathers. Here are the pictures painted by Indians representing saints, upon which the attendant priest, dressed in cowl and gown, will discourse before the groups of interested teachers. Here are the old bells from Spain that rang out at morn and eve to summon the dusky savages to toil or rest; confessional boxes, worn eaten and worn with the knees of supplicating Mexicans and Indians. At Santa Barbara up the coast is a still finer specimen of this Moorish architecture occupied by a colony of monks, surrounding a garden into which no female teacher will be allowed to venture.

The ostrich farms now springing up all over the coast and in which fortunes are being rapidly made will arrest their attention. The largest and most beautiful of these is located at Pasadena and owned by a wealthy Englishman, who has ostrich farms also in England and France. He has directed that every teacher shall receive a California ostrich feather as a souvenir of this new California industry. There is a hundred thousand dollar stock of ostrich feathers to observe as well as about two hundred ostriches of all ages of life; even the accouchement of little ostriches will be observed by the teachers, for the incubators, while made of cement, have fronts of glass, through which can be seen the various processes of ostrich genesis. It is one of the most interesting sights in the land and well rewards the patient natural historian who wishes to see the quick come from the dead. The ostrich families are in view, the patriarch, nine feet high, proudly perambulating around the pensive hen, glaring ferociously at the procession of visitors and indicating by his behavior that it is a most

fortunate circumstance that a high fence separates him from the crowd. Boys will ride ostriches and the birds will be plucked for the benefit of the teachers, while great barrels of oranges will be placed before every corral so that the teachers can amuse themselves by feeding the birds and watching the fruit slide slowly down their long gullets. The slowest progress of this procession of teachers will be made through the feather salesroom, where so much lovely ostrich feather finery is admirably placed for feminine inspection.

Then the beaches and the Island of Santa Catalina will draw all in the heated summer time, when most of the natives of inland towns and from Arizona flee to the sandy shore to enjoy the perpetual breezes that diurnally waft over the placid Pacific. Bathing in the sea and in heated tanks will be in order and the teachers will enjoy the time of their lives in this semi-tropic oasis. A sail on the still water to Catalina will be a *sine qua non*. This occupies about five hours from Los Angeles and leaves about two to be enjoyed on the island. In that brief time the marine gardens should be inspected, for they are a sea aquarium, where people look down to the bottom of the sea and behold the creeping things below, and the swimming fish of all colors darting in and out of the long kelp, the fronds of which extend sometimes a hundred feet. This attraction has been discovered through the invention of the glass bottom boat and is the most interesting of the little port of Avalon, where the steamer enters; else all is the abomination of desolation, contrasting with the little town of Avalon, which is devoted to catering to tourists and in which a thousand muslin houses every summer accommodate the perspiring, sun scorched crowds.

Lastly, there is the trip to Mount Lowe to behold the land laid out as a map, the distant islands, the rugged heights and the far off snow covered summits that keep vigil to the east over the barren deserts. An electric line will convey the teachers in observation cars and a happy time will be enjoyed by the weary instructors. Citizens, civic associations and even transportation companies will do all they can to entertain this distinguished body, for all are well aware that the result is of great benefit to southern California, and many believe that the little New England schoolmarm has indirectly been the salvation of the republic. Then, it is wisdom to take the steamer for San Francisco and see the green part of the state, for otherwise a very one-sided view of California has been obtained; and the heat at that time will emphasize this wise advice included in the words, "Go north."

N. E. A. PROGRAM.

President Nathan C. Schaeffer of the National Educational Association has announced the program for the general session of the convention to be held in Los Angeles. The task of building a program for the meeting is proceeding rapidly, and while it is somewhat belated, there is no doubt but that it will be completed in ample time.

The general program sent out by Mr. Schaeffer is as follows:

Monday, July 8. 2 P. M.

Address of Welcome, Rev. R. J. Burdette, Pasadena, Cal.

Response, Hon. W. T. Harris, Washington, D. C.

Inaugural Address, "How Can the School Aid the Peace Movement," Supt. N. C. Schaeffer, Harrisburg, Pa.

"Education and Democracy," President A. B. Storms, Ames, Iowa.

Tuesday, July 9. 8 P. M.

Greeting from a Sister Republic, Senor Justo Sierra, Minister Public Instruction, Mexico.

"The Personality of the Teacher," Rt. Rev. T. J. Conaty, Bishop of Los Angeles.

"The School in Its Economic Relations," President W. O. Thompson, Columbus, Ohio.

Wednesday, July 10. 8 P. M.

"Shall Teachers' Salaries be Graded on Merit or by the Clock?" Supt. E. G. Cooley, Chicago, Ill.

"Teachers' Pensions and Annuities," Supt. Chas. H. Keyes, Hartford, Conn.

"Other Forms of Compensation for Teachers," President G. W. Nash, Aberdeen, S. D.

Discussion, Alex. Hogg, Fort Worth, Texas.

Thursday, July 11. 8 P. M.

"Schools for Defectives in Connection with the Public Schools," Supt. C. G. Pearse, Milwaukee, Wis.

"The School and the Library," Hon. J. W. Olsen, St. Paul, Minn.

"The School and Women's Organizations," to be supplied.

Friday, July 12. 2 P. M.

Address, "Call Nothing Common," President Benj. Ide Wheeler, Berkeley, Cal.

"A Significant Lack of Educational Terminology," Prof. John Adams, University College, London, England.

Report of the Committee on Resolutions, C. C. Van Liew, Chairman, Chico, Cal.; W. A. Edwards, Pasadena, Cal.; F. G. Blair, Springfield, Ill.; G. R. Glenn, Dahlonga, Ga.; S. A. Underwood, Westport High School, Kansas City; S. Belle Chamberlain, Boise, Idaho; W. A. Hatch, New Bedford, Mass.; Maude B. Hansche, 512 Woodland Terrace, Philadelphia, Pa.

The Utah State Teachers' Association has authorized Supt. D. H. Christensen to spend the sum of \$100 for the Utah headquarters at Los Angeles.



The Old Stairway, San Gabriel Mission, Los Angeles.



Gregg Shorth...
By John R...
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The Gregg P...
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Plain and S...
By Isaac...
Richmond F...
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Gregg Shorthand Practice.

By John Robert Gregg. 258 + vii pages, cloth. Price \$1.00 net; postage, 10 cents. The Gregg Publishing Company, Chicago.

This book is a compilation of reading and writing exercises in the Gregg system of shorthand. It affords the student a complete review of all the principles of the system with especial regard for developing accuracy and speed. The book is divided into three parts, supplemented with miscellaneous exercises.

The author correctly holds that the period of transition from theory to practice is the most critical time in the study of a shorthand system. After a student has memorized each of the principles laid down in the text book and practiced them separately, the drill work which he performs before taking up miscellaneous dictation, will determine to a great extent how well he can apply what he has learned. Random dictation, at this time, may easily induce bad habits that will be hard to overcome, while, on the other hand, properly graded material will enable him to master the system in all its details.

With this idea in mind the present book presents first a series of carefully graded "Principle Letters," each of which illustrates a given rule and presents connected matter for rapid drill.

In the second part, "Phrase Writing" is introduced in a series of business letters. The necessity of memorizing given set phrases is entirely obviated and still the most common word combinations are repeated so often that the student cannot but acquire them.

The third part of the book is devoted to advance practice drill in miscellaneous graded dictation matter. The student is not expected to take up this part until he has been thoroughly familiarized and drilled in word and phrase-building.

All of the letters used are actual business letters and have been given the test of continued classroom use. From the grammatical and rhetorical standpoint they are satisfactory.

The book very well fulfills its mission as a supplement to the Gregg shorthand manual and deserves a cordial reception from all teachers of this excellent system of shorthand.

Plain and Solid Geometry.

By Isaac Newton Faylor, principal of the Richmond Hill high school, New York City. 412 pages. The Century Company, New York.

Text books of geometry, though now numerous, differ in general plan as well as in detail. The conservative school of writers hold as the best general plan that which leaves interrogation to the pupil only indirectly and to the preceptor directly.

The opposing school makes each step in the proof of a theorem a question, the answer to which the pupil must furnish from previous knowledge of statements found within the volume.

Which plan is the better is undecided and will probably remain so, for local conditions will affect each case; and one may succeed where the other would fail.

The work of Prof. Faylor above mentioned adheres to the older style, and claims as distinctive features improvements in detail over former works. Its chief aim is that it be teachable. Brevity, conciseness and clearness are especially regarded in the whole treatment of the subject matter. In the plane geometry only

those theorems are proved which form links in the chain of logic leading up to the mensuration of the circle.

Many familiar propositions are thus placed in the exercises, when if desired they can be used. No theorem is omitted which is required to meet the entrance conditions of colleges and technical schools.

The book contains a greater number of exercises than any of its kind yet published. They are well proportioned between the theorems, problems in numbers or of computation and problems in loci. The exercises are carefully graded; none of them are of the puzzle variety, and all have either a distinct educational value or show the special properties of the different geometric figures.

In limits all the principles are given that are logically required in plane and solid geometry. The subject of loci, simple when properly presented, and of greater importance than is usually supposed, inasmuch as its use in the analysis of many problems is invaluable, is treated commensurate with its importance. Maxima and minima, as also symmetry, are added as supplementary.

Life in Ancient Athens.

The social and public life of a classical Athenian from day to day. By T. G. Tucker, professor of classical philology in the University of Melbourne. With illustrations. 315 pages. The Macmillan Company, New York.

Since the time of Macaulay history has ceased to be a recountal of wars and the deeds of kings and tyrants. Like Herodotus, our historians now describe for us the lives of the people; manners and customs, religion, education, architecture, and social life are depicted with accuracy and in detail. The present volume is one of a series on ancient life and archaeology. It begins with a chapter on the topography of the little country of Attica, smaller than most of the counties of our western states and yet so great in its influence on the history of the world. And yet it is not with the great and the rulers that the book deals; but with the simple and the commonplace. We read of the houses and the furniture, the dress, the manner of telling time, social feasts, the training of the youth, religious beliefs and festivals, the theaters, the public buildings and the courts of justice. The illustrations are well chosen and instructive, most of them being taken from the vases and monuments found in recent excavations.

Guide Books to English.

By Charles B. Gilbert, formerly Superintendent of Schools, St. Paul, Newark, and Rochester, and Ada Van Stone Harris, Assistant Superintendent of Schools, Rochester, N. Y. Book One, 324 pages. Price, 45 cents. Book Two, 385 pages. Price, 60 cents. Silver, Burdett & Company, New York, Boston, Chicago.

The very modest title of "Guide Books to English," is indicative of the scope of this work. In contrast to the Brown Grammar, the Smith Grammar and the Kirk Grammar of old, which always did the work for the pupil and then merely demanded the exercise of the memory for its acquisition, these books present a mass of suggestive material, organized and ready for manipulation by teacher and pupil. Such presentation is based on the principle that the aim of language instruction should be to secure fluent and accurate expression of thought, both oral and written. This it is supposed can be accomplished by arousing thought and the desire to express it by presenting an abundance of interesting matter to think and write about, by encouraging pupils to express their thoughts freely, both in speech and on paper, and finally by giving them a working knowledge of the principles of correct expression.

In supplying the "food for thought" the en-

vironment of the child has acted as a source. Games and school activities play an important part. History, geography, literature and nature study correlate the English with the rest of the curriculum, thus giving the otherwise segregated study, life and direct application. Ample opportunity for self-expression and exercise to obtain a working basis of the principles of English is likewise afforded.

Guide books to English guide through language, grammar and literature. Book One is designed for the lower grades, with emphasis on language expression and lays the foundation for the study of technical grammar. Book Two for grades from the sixth to the completion of the elementary school course, treats language and grammar in two distinct parts, basing all instruction and study on literature.

The teacher who appreciates the value of self-expression can by the aid and use of the books work wonders, first in encouraging self-reliance, second in cultivating the powers of expression, both by the written and spoken word, and lastly in developing the habit and in showing the necessity of independent and original thought. The books are worthy of careful consideration and commendation.

English Grammar.

By George R. Carpenter, professor of rhetoric and English composition in Columbia University. 213 pages. Price, 75 cents. The Macmillan Company, New York.

These pages disclose an intimate acquaintance with the origin and growth of the English language. This is shown even more in the allusions and timely bits of explanation than in the formal history of the language itself. The examples, long or short, illustrate the idea that grammar is based upon good usage, so many have been taken from a large range of English and American authors. Essentials have been neither crowded nor blurred by the retention of needless matter. The sections upon infinitives and participles and upon the shades of meaning expressed by prepositions are particularly thorough and logical. The style is worthy of the subject.

This book is the result of the revision and modification of the Principles of English Grammar (1897), and not a few will agree with the author in thinking it represents the amount and kind of grammatical theory and practice in analysis most suitable for pupils in secondary schools.

Once-Upon-a-Time Stories.

By Melvin Hix, Principal, Public School 31, Queens Borough, New York City. Illustrated. 105 pages. Longmans, Green & Company, New York.

Whatever the stories may have been that children hundreds of years ago heard from their parents and elders, we know that today the Once-Upon-a-Time Stories hold the attention, and are enveiled in a childish atmosphere of mystery which almost always causes open-mouthed wonder. Melvin Hix has appreciated this fact and gathered together all those little tales about the House That Jack Built, Golden Hair and the Three Bears, The Three Pigs, The Little Red Hen, and the like. These are published in a very attractive manner, are excellently illustrated, and all in all ought to prove most interesting to the beginner.

Nature Studies on the Farm.

By Charles A. Keffer, Professor of Horticulture and Forestry, University of Tennessee. Illustrated. Cloth, 12mo. 154 pages. Price, 40 cents. American Book Company, New York, Cincinnati, Chicago.

Every boy and girl can read and appreciate Nature Studies on the Farm. The lessons are simple and interestingly told. The excellent photographs illustrate very aptly the ideas of

(Book Reviews continued on Page 60.)



1. M. H. Cooke
2. Richard E. Krug
3. Chas. E. McLennan
4. Edward Rissman

5. Geo. A. Chamberlain
6. Dominic H. Schuler
7. H. F. Washburne
8. Evalyn E. Calmerton

9. Richard J. O'Hanlon
10. Frances Wettstein
11. Henry Kahl
12. Gustav Scholz

13. Frances Walsh
14. Wm. F. Sell
15. Robert M. Derse
16. Eleanor Waigil

17. A. O. Hardtke
18. Wm. J. Pollock
19. Margaret Canty
20. Henry D. Hill

21. Frances Kippenberger
22. D. B. Corcoran
23. Thomas W. Boyce
24. Otto G. Gilbert

25. Wm. O. Becker
26. Lindsay Webb
27. A. C. Brown
28. Wm. Promberger

29. George Ko
30. Henry Kr
31. A. N. Fair
32. Patrick D
33. S. C. Hort

PHOTOS BY STEIN, MILWAUKEE

PRINCIPALS OF MILWAUKEE PUBLIC SCHOOLS



29. George Koepfel
30. Henry Krueger
31. A. N. Fairchild
32. Patrick Donnelly
33. S. C. Horton

34. Robert L. Cooley
35. Henry C. Boers
36. F. M. Wiemer
37. Emma J. Luebke

38. Isaac N. Betten
39. P. H. Shaughnessy
40. D. C. Luening
41. Kate C. McCabe

42. H. O. R. Siefert
43. C. A. Kriesel
44. Sarah J. Carroll
45. Julius L. Torney

46. John Ulrich
47. Anna F. Doerfler
48. Frank Kroening
49. John J. Finan

50. Harriet E. Smith
51. R. C. Nicolaus
52. J. A. Diederichsen
53. Lena M. Weltzien

54. W. L. Smithyman
55. John J. Somers
56. Isabella Welch
57. Henry D. Hesse

PRINCIPALS OF MILWAUKEE PUBLIC SCHOOLS

PHOTOS BY STEIN, MILWAUKEE



DEATH OF MR. ALLEY.

Benjamin Percy Alley, southern representative of Rand, McNally & Co., died on March 12 at McIntosh, Fla., where he went for his health early in the winter. Burial occurred at St. John's cemetery, Hampton, Va., on March 15. Mr. Alley was born at Richmond, Va., thirty-two years ago. He spent most of his boyhood days, however, at Suffolk, Va., and graduated from the Suffolk Military Academy and Richmond College. He had been the southern agent for the Rand-McNally publications during the past three years. He is survived by his widow, Martha Richter, daughter of Col. and Mrs. George M. Richter of Hampton, and a small son, Paul Richter Alley. His loss will be keenly felt by the firm he so well represented, and the hosts of friends and acquaintances which his sterling character and happy temperament won for him throughout three states, Maryland, Virginia and North Carolina.

GOT AHEAD OF THE BOOKMAN.

A. H. Porter, who represents the Educational Publishing Company in the Northwest, tells of an experience he had in Buffalo County, Wis., some twenty-five years ago.

"This happened on the first day I was engaged in the book business," said Mr. Porter.

"I went up into Buffalo county, where, I learned, no sales had been made for some years. The book men had not gone into the county because the school board members were Germans, who could read or write little English, and it had been thought impossible to sell anything in the line of English school books that would be more costly than yellow-backed almanacs."

"The county has a saloon at every cross road, and at one of these intersections I found the president of the school board, a little round-faced, pleasant German, who conducted a saloon. I explained to him that I was a school book agent and wanted to sell him books direct from the publisher, thus saving him the trouble of going to Milwaukee or La Crosse to buy his books, and saving him considerable money also."

"You are chust de man," said the proprietor of the saloon. "We haf been paying two dimes prices for our pooks, sometimes zwei taller andt somedimes more yet. We haf been schwindled like fun. You sell pooks cheap I buy more yet as you efer soldt."

"He excused himself for a few minutes and brought another member of the board, and the two sat down at a table in the saloon to look over my stock."

"I gave them all the information at my command, and told them I would make a five-year contract to sell them the books at the prices I quoted, and that they could buy at any time, in any quantities desired. The publishers, however, I said, would pay the freight on only the first order."

"It's better," said one, "that we get enough books to last five years. Then this agent will have to pay the freight on the whole business."

"That's right," said the other, "we'll have to have more books next year, and the next year, and what's the use of paying freight on them. Let's buy the whole business now and be done with it."

"They decided," said Mr. Porter, laughing, "that they were going to get ahead of the publishers and myself by making us pay the freight

on enough books to last them over five years, and the result was I sold them the biggest consignment of school books that went out of our office into any county of similar size in the United States. The saloon-keeper kept the books behind the bar, and sold them to the pupils at exactly cost price."

"Ten years afterward they had some of my books left, and for many years I used to go around and have a little sociable chat with them, while they would laugh heartily to think how they had got ahead of me on the freight proposition."

HE GOT EVEN.

They were killing time in the outer office of a western school board, waiting to be heard by the text book committee. The topics of conversation ranged from politics to the Panama canal and finally turned to a lively discussion of nationalities and the predominance of certain classes of names. When the subject had been nearly exhausted an old bookman who had been silent said:

"I remember a few years ago, in a Massachusetts town, being present at a school board meeting when a witty Irishman squelched a blue-blooded New Englander named Mears. The latter intimated that there were by far too many Irish names among the teachers."

"The Irishman's name was Moriarty and he was manifestly offended at the objections made by his fellow member. 'Mr. President,' he said, 'at the last meeting of this board someone hinted that there were too many Irish names on our list of teachers. He repeated the statement today. Last week I went to the public library and asked the lady in charge if she had a dictionary of American names. 'I have a complete one,' she said. Well, Mr. President, I searched that book through from cover to cover and I didn't find a single Mears in it. But I found that Michael Moriarty was one of the bodyguards of Gen. Washington.'"

AMONG BOOKMEN.

Mr. A. M. Dodderer represents Rand, McNally & Co. in Ohio. He was formerly an agent for the American Book Company.

Mr. E. W. Avery has been transferred from Toledo, O., to the Chicago office of D. C. Heath & Co. The change is in the nature of a promotion.

Mr. F. E. Pierpont of Logan has been appointed Ohio agent for D. C. Heath & Co.

Mr. C. P. Parkhurst, agent for Ginn & Co., and Isabella Woodbridge Wells were married in Chicago on April 17. Mr. and Mrs. Parkhurst will reside in Columbus, O.

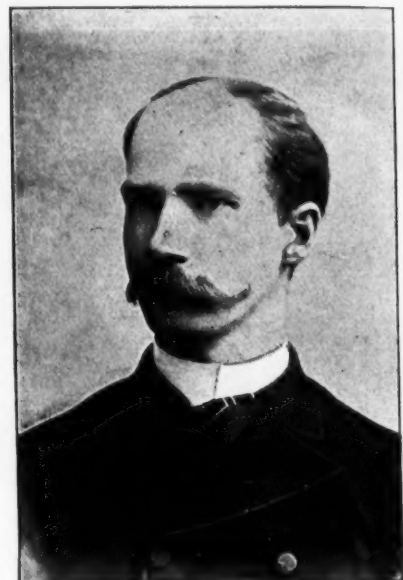
Mr. D. A. Fraser has severed his connection with A. S. Barnes & Co. to become the New England representative for the Prang Educational Company. Mr. Fraser's new office will be at 101 Tremont St., Boston.

Mr. Harry G. Wilson of the American Book Company and Miss Margaret Hess of the Educational Publishing Company represented their firms before a recent meeting of the New Mexico territorial board of education.

Mr. W. A. Putt of Cleveland, O., has been engaged by the American Book Company to represent the music publications of the firm. Mr. Putt resigned as supervisor of music of the Cleveland public schools to take his new position.

Mr. James F. McCullough of Silver, Burdett & Co. is a member of the Illinois state legislature and has taken an active part in advancing educational bills.

Mr. Frank J. Sherman, for several years associated with Silver, Burdett & Co. as representative in eastern Massachusetts and Rhode Island, has resigned his position to accept a



MR. D. A. FRASER.
New England Representative, Prang Educational Co., Boston.

place with Newson & Co., covering New England.

Mr. W. R. Buker, for several years agent for Silver, Burdett & Co., in Maine and New Hampshire, but recently working in western Massachusetts, has assumed additional agency work in the eastern part of the state and in Rhode Island.

Mr. C. J. Boyer has been agent for Allyn & Bacon in Michigan for more than five years.

Mr. John Preston True of Houghton, Mifflin & Co. is a man of letters in more sense than one. He is the author of several very successful books, among them the Iron Star, which is on the Ohio Pupils' Reading Circle this year. Then, also, he carries on the public school correspondence of his house with the southern and part of the western states.

Tulsa, I. T. The school board has promulgated a rule compelling teachers in the public schools to confine their social pleasures to the week end days. Much dissatisfaction is expressed.

IN A SHADOW.

Inveterate Tea Drinker Feared Paralysis.

Steady use of either tea or coffee often produces alarming symptoms as the poison (caffeine) contained in these beverages acts with more potency in some persons than in others.

"I was never a coffee drinker," writes an ill woman, "but a tea drinker. I was very nervous, had frequent spells of sick headache and heart trouble, and was subject at times to severe attacks of bilious colic."

"No end of sleepless nights—would have spells at night when my right side would get numb and tingle like a thousand needles were pricking my flesh. At times I could hardly put my tongue out of my mouth and my right eye and ear were affected."

"The doctors told me I was liable to become paralyzed at any time, so I was in constant dread. I took medicine of various doctors and no end of patent medicine—all to no good."

"The doctors told me to quit using tea, but I thought I could not live without it—that it was my only stay, I had been a tea drinker for twenty-five years; was under the doctor's care for fifteen."

"About six months ago I finally quit tea and commenced to drink Postum."

"I have never had one spell of sick headache since and only one light attack of bilious colic. Have quit having those numb spells at night, sleep well and my heart is getting stronger all the time." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in pkgs. "There's a Reason."

Sioux Falls, passed a resolution in connection with the high school session, as proposed by the Cambridge, graduating class, to have the school commencement exercises at the good orator for Canton, O.

to accede to the high school granted for Port Jervis, passed a resolution for graduation are:

"All pupils of school, who, have only the whose standing per cent, or

"Any pupils per cent at more than to be graduated examinations and superintendence

Carthage, commencement, faculty of the school good speaker number or mas. The will be held more like the

SCHOOL An association aim the process of formation, headed by president, York, as Washington Elmer Ellsworth Education, ments.

Up to the general body concerned itself school hygiene behind other International to be held of the pre Sir Lauderdale

New York staff of the department of education children in from defective development. schools, to commend furnished parents and children requested the supplying of which defrayed

The Massachusetts has prepared use of school provisions most common described as admitting

GRADUATION.

Sioux Falls, S. D. The school board has passed a resolution recommending that all functions in connection with the graduation of the high school students be as simple and inexpensive as possible.

Cambridge, O. Parents and members of the graduating class of the high school have petitioned the school board to abolish the two-night commencement program and to substitute one good orator for the occasion.

Canton, O. The board of education declined to accede to the request of the senior class of the high school asking that permission be granted for holding class day exercises.

Port Jervis, N. Y. The school board has passed a resolution defining new requirements for graduation from the high school. These are:

"All pupils in the senior class of the high school, who, at the end of the month of May, have only the regular work to complete and whose standing in these subjects so far is 75 per cent, or above, shall be graduated.

"Any pupil whose standing may be below 75 per cent at the end of May, or who may have more than the regular work to complete, may be graduated, provided the standings and examinations are made satisfactory to the faculty and superintendent."

Carthage, Mo. A new plan for holding commencement, decided upon by the students and faculty of the high school, has been adopted by the school board. This plan provides for a good speaker to make an address, a musical number or two and the presentation of diplomas. The commencement orations and speeches will be held on class day, thus making that day more like the old-fashioned commencement.

SCHOOL HYGIENE AND SANITATION.

An association which will have as its chief aim the promotion of school hygiene is in process of formation. A committee on organization, headed by Arthur T. Cabot of Boston, as president, and Dr. Luther H. Gulick, New York, as secretary, has called a meeting at Washington, D. C., for May 5th and 6th. Dr. Elmer Ellsworth Brown, U. S. Commissioner of Education, is in charge of the local arrangements.

Up to the present time there has been no general body in the United States that has concerned itself definitely with the problems of school hygiene. In this respect America is far behind other civilized countries. The second International Congress on School Hygiene is to be held in London, England, August 5 to 10 of the present year, under the presidency of Sir Lauder Brunton.

New York City. Dr. Cronin, head of the staff of medical school inspectors of the Department of Health, has reported to the board of education that there are at present 36,000 children in the public schools who are suffering from defective vision to such an extent as seriously to retard both physical and mental development. The committee on elementary schools, to which this report was referred, recommended on investigation that eyeglasses be furnished to all pupils of defective vision whose parents are unable or unwilling to furnish children with the same. The committee requested that the entire cost of testing the eyes, supplying glasses and providing for contingencies, which would amount to \$30,000, should be defrayed by the board of education.

The Massachusetts state board of education has prepared a circular of suggestions for the use of school authorities in carrying out the provisions of the medical inspection laws. The most common diseases of childhood are described and directions for excluding and readmitting pupils are given. Nervous troubles

of children, school hygiene, classroom furniture, etc., are briefly discussed. Some of the most prominent physicians in the state aided in the compilation of the pamphlets.

Secretary Martin of the state board has written a circular letter, to accompany the booklet, in which he briefly summarizes the chief reasons for medical inspection. He says:

The best efforts of school committees, teachers and the public are invoked to put the law into early and successful operation for the following reasons:

1. Wherever medical inspection of school children has been carried on, the general health of the community has been improved, epidemics of contagious diseases have been prevented, and the lives of children saved.

2. The medical and surgical treatment of children is a burden upon many families, and is often a heavy tax upon public charities. Whatever precautionary measures make such treatment unnecessary are in the interest of a wise public economy.

3. Many of the defects and disabilities of children seriously hinder their school progress and lessen their earning capacity after leaving school. Remedial measures, if applied early, may mean additional years of productive value.

4. The waste of time of pupils and teachers in the schools of any city or town in the state because of physical defects and impaired vitality far exceeds in money cost any expenditure likely to be made for medical inspection.

5. It is not the purpose of this inspection to lessen the responsibility of parents, much less to usurp their functions, but to make the school helpful in caring for the health of the children as it is in promoting their education.

In discussing the question of closing schools upon the appearance of epidemics, a writer in a leading medical publication says:

With intelligent medical inspection of the school, teachers as well as scholars, the application of the principles of bacteriology when necessary, and the prompt quarantining of any child at the very first evidence of infection, there need be no more closing of schools, churches and places of business, and epidemics will be checked in this inception.

THE SIZE AND SELECTION OF SCHOOL BOARDS.

(Concluded from Page 5.)

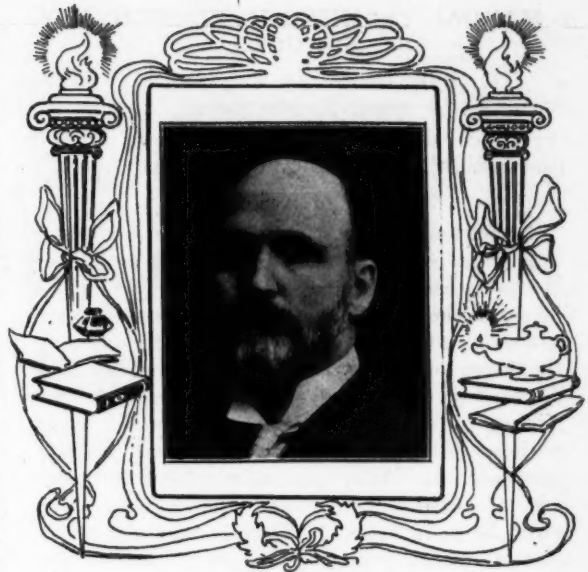
a school board of small size. I should say not to exceed seven persons, and the number five would still be better and more efficient for the transaction of the business of a board of education.

2. With the same emphasis as above I would say that members of school boards should be elected at large and not from wards or districts. The experience of this city demonstrates overwhelmingly the very great advantages of the small board elected at large.

W. D. Thompson, Columbus, O., President of the University of Ohio and member of the Board of Education:

My judgment is in favor of a relatively small board. The experience in Ohio cities where such boards have been tried has been uniformly satisfactory. In large cities the school problems need careful study by a few men—such as is impossible with a large board.

In Ohio the new code provides that the two methods may be combined. In Columbus we have a board of fifteen (15), one from each of the twelve wards and three from the city at large. So far it has worked well in Columbus. The danger, however, is always present of finding a few wards which will select inferior men or men who wish to make the school board a stepping stone to political promotion. That feature is bad. I prefer the method of electing members at large.



MR. ISAAC C. GIBBONS,
President Ohio Association of School Boards,
Akron, Ohio.

Mr. Isaac C. Gibbons, who was elected president of the Ohio State Association of School Boards at its last convention, in March, has been active in school work for many years. Mr. Gibbons is a member of the Akron school board, on which he has served fifteen years. He has always taken an advanced position on all public school questions and has been largely instrumental in securing free text books and evening schools in his city. Mr. Gibbons is a veteran of the war of the rebellion, having served in the Sixth Ohio cavalry, which was a part of the Army of the Potomac.

Dallas, Tex. The board has amended its salary schedule to provide an additional monthly wage of \$17.50 for all teachers of the first and second grades who have double daily sessions. All others who teach two classes will be paid \$12.50 additional as formerly. Teachers of the eighth grade who also teach subjects of the first year of high school will be paid \$90 per month.

APPENDICITIS.

Not at All Necessary to Operate in Many Cases.

Automobiles and Appendicitis scare some people before they are hit.

Appendicitis is often caused by too much starch in the bowels. Starch is hard to digest and clogs up the digestive machinery—also tends to form cakes in the cecum. (That's the blind pouch at entrance to the appendix.)

A N. H. girl had appendicitis, but lived on milk for awhile—then Grape-Nuts and got well without an operation.

She says: "Five years ago while at school, I suffered terribly with constipation and indigestion." (Too much starch, white bread, potatoes, etc., which she did not digest.)

"Soon after I left school I had an attack of appendicitis and for thirteen weeks lived on milk and water. When I recovered enough to eat solid food there was nothing that would agree with me, until a friend recommended Grape-Nuts.

"When I began to eat Grape-Nuts I weighed 98 lbs., but I soon grew to 115 lbs. The distress after eating left me entirely and now I am like a new person."

(A little Grape-Nuts dissolved in hot water or milk would have been much better for this case than milk alone, for the starchy part of the wheat and barley is changed into a form of digestible sugar in making Grape-Nuts.) Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in pkgs. "There's a Reason."

MANUAL TRAINING IN ELEMENTARY SCHOOLS.

By Dr. W. O. Thompson.

(Concluded from Page 3.)

in which the individual may express himself the greater his efficiency and his happiness.

The Joy of Achievement.

I mention the second, joy of achievement. It is a great joy to do things. You may remember the joy when you made the first sled, or built a house in the tree as my boys did, or constructed a wagon out of the refuse wheels and axles on the farm, or made the first dress for the doll. These joys were real. Every person is rejoicing in the achievements of life. If there are none—discouragement ensues and despair possesses us. Why not now put this same joy of achievement into the child's life while he is in school? That is precisely what manual training proposes when it teaches the smallest child through the constructive process of weaving—basketry or whatever the exercise may be that the joy of achievement awaits him daily. To be sure, this joy is elsewhere. When after ten weeks of daily drill I was able to repeat without mistake the regular Greek verb in all its moods and tenses I felt that I had done something. However, I felt that the work was only preparatory to future joy. My criticism is that no one seemed to think the daily school duties should bring daily reward. The schoolroom was the home too exclusively of the taskmaster. My plea is that manual training not only gives the present joy of achievement, but will bring us a new and better interpretation of the importance of other forms of education. Instead of being a competition it will be a companion of other forms of education.

I mention third, the importance of training in initiative. Few people can fail to recall the blunder of some boy who was bold enough to solve a problem a new way not provided in the rule. We are getting over those things, but meantime it may be proper to remark that our schools of manual training are encouraging originality and initiative more than the older forms of education. Of all places the schoolroom should be pre-eminently the opportunity for initiative and originality to have opportunity. Not every proper subject of study furnishes the opportunity in any important degree. Manual training does so and for that reason alone justifies its presence in the course of study.

A Group of Habits.

I mention fourth a group of habits encouraged by manual training that have decided value both intellectually and morally. I refer to accuracy of work—definiteness of purpose, the training of the judgment through comparison, self-reliance and others that you will readily mention. The demands of constructive work cultivate the same habits in the child that will be needed in later life. They become fastened

upon him at a time when results are important and easy of attainment. The way is thus opened for an easy transition to the later experiences of mature years with no revolution in the established habits of the school period.

I mention fifth the socializing effect of all forms of industrial education. No doubt it makes for an ideal democracy of feeling and sentiment to have daily association in the ordinary processes of life with others where the work itself becomes the social bond. Children learn to respect each other for what they are and for what they can do—and that is essential democracy of a desirable type. Here the rich and the poor—the fortunate and the unfortunate—are bound together in a fellowship with common experiences. They know and feel and think together. Later years may reverse the conditions of the schoolroom, but the schoolroom comradeship will endure and these people will be the better prepared to grapple with the troublesome social problems this generation seems able only to talk about. It is a splendid social experience for these different classes of boys and girls to share the same planes; to put their hands in the same dough, to rejoice in the same achievements of the workshop. These experiences will go a long way to root out the miserable sentiment as superiority based upon false views of life now so prevalent in certain quarters. Manual training is helping to hasten the condition when saner social sentiment will prevail. The most important decade of the life of our children is spent under the dominant influence of the school. Here it is that important traits of character are to be developed and strengthened. Manual training has proved its fitness to produce certain definite and much desired results. For its socializing results, if for no other, it deserves our support.

RECENT LEGISLATION.

(Concluded from Page 2)

for licenses for three years, and diplomas shall be issued after teaching successfully two years following graduation. Training schools which accept the supervision of the state board may style themselves "accredited" schools, but those that do not are forbidden to use that word as part of their name, under penalty of a fine of

A 10 Minute Lesson IN GREGG SHORTHAND

A LESSON IN GREGG'S SHORTHAND.

K. G. R. L. N. M. T. D. A. E. i.
(up) o o o
WRITE BY SOUND:
me meek get day eat near
meet make tray cake my keg
TO BE MEMORIZED:
A, an Can Good In He The Will Period
WRITE:
The lad will meet me in the lane.
READ:

Because of its simplicity, legibility and speed GREGG SHORTHAND has been adopted by a large number of public schools which formerly taught the old-time systems.

Send for a more extended lesson free and for a copy of "Shorthand in the Public Schools."

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CHICAGO

not more than \$500. There is no emergency clause.

Tennessee. A new system of administering the rural schools will be inaugurated in July of this year in accordance with a law recently passed by the state legislature. The boards of directors in each school district will be replaced by county boards of education appointed by the county court. These boards will administer all of the schools in their respective counties.

Kansas. The new school laws of importance which have been enacted by the last legislature are:

Acts permitting school districts to vote a tax not exceeding 25 mills for school purposes and the payment of any floating indebtedness of the district; permitting cities of the first class to levy a tax not exceeding 20 mills; revising the Barnes high school law so as to require county commissioners to make a levy not exceeding 2 mills, sufficient to maintain the high schools operating under the Barnes law; authorizing county superintendents to issue temporary teachers' certificates; requiring county superintendents to hold first grade professional certificates; authorizing school districts to establish and maintain free kindergarten schools in connection with the public schools.

JUST PUBLISHED

THE DEWEY SPELLING BOOK

By EDWARD M. McLOUGHLIN
Principal Dewey School, Chicago

If you are contemplating the use of a spelling book, it will pay you to become acquainted with this one.

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At the request of the Board of Education, the City of Chicago, the following is a list of the books in the Riverside Literature Series, which are now being distributed to the schools of the city. The books are being distributed to the schools of the city of Chicago, and are being distributed to the schools of the city of Chicago. The books are being distributed to the schools of the city of Chicago, and are being distributed to the schools of the city of Chicago. The books are being distributed to the schools of the city of Chicago, and are being distributed to the schools of the city of Chicago.

Mrs. Coolidge has labored for many years in the study of language, and has been a member of the National Association of Teachers of English. She has written many books on the subject of language, and has been a member of the National Association of Teachers of English. She has written many books on the subject of language, and has been a member of the National Association of Teachers of English.

The Oregon State Board of Education has just published a new book, "The Oregon State Board of Education," which is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state.

Atkinson, the entire book, including the introduction, is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state.

F. K. Bailey, author of "The Riverside Literature Series," is a well-known author and educator. He has written many books on the subject of language, and has been a member of the National Association of Teachers of English. He has written many books on the subject of language, and has been a member of the National Association of Teachers of English.

It is a book of the Riverside Literature Series, which is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state.

New Mexico, the territory of the United States, is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state.

The National Association of Teachers of English, which is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state.

Sherman, the territory of the United States, is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state.

The city of Chicago, the territory of the United States, is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state. The book is a valuable work for all those interested in the education of the state.



At the request of Messrs. Houghton, Mifflin & Co., Alice Woodworth Cooley, formerly supervisor of primary instruction in the public schools of Minneapolis, Minn., now assistant professor in the department of education, University of North Dakota, has prepared a paper on "Language Teaching in the Grades." While this is not a direct summary of the papers delivered before the National Educational Association and other state and local educational organizations, which were largely devoted to the discussion of the general principles of language training, it contains some of the most valuable passages found in the same. Its chief aim is to treat the real problems which must be worked out in actual experience and which every superintendent, principal or teacher of the subject must sooner or later encounter. If the paper is helpful in solving these problems it has accomplished the object for which it was prepared.

Mrs. Cooley's work is not unknown. She has labored and struggled with the difficulties of language teaching in such a manner that the results of her work carry weight and authority. The present paper is a summing up of the results of her experience and ought to prove an invaluable aid to superintendents and teachers now wrestling with the problems.

The Oregon text book commission will select new books for the public schools of the state in June. Changes are likely to be made in the common school grammar, arithmetic, geography, history, speller, and first and second readers.

Atkinson, Mentzner & Grover have taken over the entire business of A. W. Mumford & Co., including the Birds and Nature Magazine. Mr. Mumford's list of publications includes the largest collection of bird and nature pictures in this country and an attractive list of nature books.

F. K. Ball, Ph. D., of Phillips Exeter academy, author of Ball's German Drill Book, is publishing with D. C. Heath & Co., Boston, a German grammar. This book has 256 pages and contains more of essential grammar than many grammars of larger size. The exercises are always on the page facing the principles involved, and are of a practical nature. The typography is large and clear.

It is a matter of interest that the city of Trenton, N. J., after a close contest of nine months, has adopted the Smith Arithmetics (Ginn & Co., publishers) as the basal series in arithmetic for their public schools. Plumb's "Types and Breeds of Farm Animals," issued only last month by the same publishers, has already been adopted for use in the Kansas State Agricultural College and in the Nebraska Agricultural Experiment Station of the University of Nebraska.

New Mexico. The introduction of a uniform system of text books is under consideration by the territorial board of education. Bids have been requested on a set of books.

The Nebraska Teachers' Reading Circle has selected White's School Management, American Book Company, and Kern's Among Country Schools, Ginn & Co., for next year's reading.

Sherman & Reed's Essentials of Teaching Reading have been selected by the Teachers' Reading Circles of Missouri and Wyoming for next year.

The city of Ogden, Utah, has advertised for text books. At least 97,000 volumes will be

required in the common schools and 16,000 in the high schools. Bids will be received until June 4.

A good text book is an invention. It is at once practical and prophetic. It combines the best of what is old according to the conditions of the new. By its familiar aspect it disarms suspicion; by its originality revolutionizes the realms that now exist; and by its foresight discovers realms that it shall conquer. — From Ginn & Co.'s Catalogue.

Kansas. Gov. Hoch has announced the state text book commission which is to select all of the public school books for the next five years. The old commission was renamed, with the exception of Prof. Hill of the State normal. Charles Vincenhaler of Troy will fill Mr. Hill's place. The other members are Frank Nelson, Lindsborg; George W. Winnans, Hutchinson; W. B. Hall, Abilene; A. B. Carney, Concordia; S. N. Neese, Independence; Williard Lyon, Lincoln; D. O. McCray, Topeka.

Mr. J. D. Williams, manager of the Chicago agency of Maynard, Merrill & Company, Publishers, New York, was recently permitted to publish under his own imprint, a very unique little book entitled "The Word Family." This is a dialogue language lesson, having as characters adjectives, nouns, pronouns, prepositions and the other particles of speech. These are introduced by Mother English. Each explains itself and its part in the language. It is thus evident that grammar can be taught and interest unconsciously stimulated in a most difficult subject. Mr. Williams must be credited for his foresight in trying to aid in the teaching of English.

Berry's Writing Books have recently been introduced in the following Illinois schools:

Highland Park, Amboy, Barrington, Park Ridge, Alexia, Brooks Classical School, Chicago, Starrett School for Girls, Chicago.

St. Paul, Minn. A number of important changes in grade and high school text books are proposed by the board of school inspectors. Supt. Heeter has sent out requests for samples and prices on books in the following subjects:

Grade schools: Language books, grammars, history of the United States.

High schools: Algebra, surveying, com-

NEW Educational Music Course

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BECAUSE

It is a creation, not a revision or an imitation.

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Every exercise contains educational drill in the form of pure music.

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Special music for commencement means additional work and expense. The New Educational Music Course makes this unnecessary for there is no better music for a formal concert than the material for every-day study presented in this course.

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mercial spelling, business law, botany, physiology, physics, chemistry, ancient history, mediaeval and modern history, history of England, history of the United States, Latin composition, French grammar, composition, English grammar.

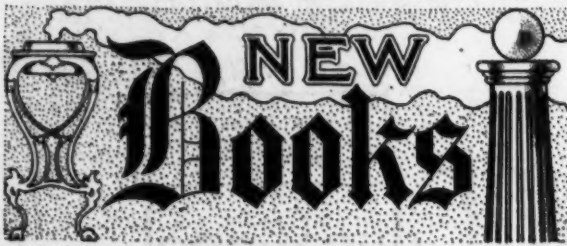
Publishing houses have also been asked to submit samples and bids on a primer for the primary grades, an additional set of readers for the first, second and third grades, two higher arithmetics and a commercial geography. All proposals and samples will be received up to May 15.

Jones' readers have been introduced in the public schools of the following Wisconsin cities and villages: Stevens Point, Delavan, Hudson, Lake Geneva, Monroe, Neenah, Portage, Rome and thirty-two others.

Invest in New York Real Estate

Mr. Henry T. Dawson, formerly with the University Publishing Co., now with Steven B. Ayres, the well known operator in real estate, is in a position to offer to his friends some choice parcels on the line of contemplated improvements, street extensions, etc.

Communicate with Mr. Dawson and he will give you the particulars. Address 1123 Broadway, New York. Telephone 2056 Madison.



(Concluded from Page 13.)

the twenty-six chapters. It is designed to substitute the regular reading work once or twice a week in the fourth, fifth, and sixth grades. **Goldsmith's The Deserted Village.**

Edited by Louise Pound. With Introduction and Notes. The Standard English Classics Series. 16mo., cloth. Price, 20 cents; postage, 5 cents extra. Ginn & Co., Boston, New York.

The text of this latest edition of "The Deserted Village" is that of the fifth edition, published during Goldsmith's life. Alterations have been limited to a few modernizations in spelling, capitalization and punctuation, required for consistency in a school book.

The introduction treats briefly of the times; of Goldsmith's life, his work, and his personality; of the poem, its composition, aim, versification and other related topics.

A new feature is the addition in an appendix of Chaucer's sketch of the poor parson from the Prologue to the Canterbury Tales and Dryden's Character of a Good Parson. These passages are usually read in connection with the poem and should add much to the value and convenience of the book.

Laird & Lee's Modern Penmanship.

By C. L. Ricketts and G. F. Herhold. 96 pages. Illustrated. 10 1/4 x 7 3/4 inches. Board covers, cloth back, stamped in two colors. Laird & Lee, Chicago.

A brief summary of the contents of this book will best illustrate its worth. "Modern Penmanship" is divided into three parts, the first giving the various kinds of alphabets, the second a general discussion of the value of writing, and last, the mechanical working of the system with practical application. The styles of alphabets presented are: Script, German Text, Old English, Italic, Roman Capitals, Medieval, Round Hand, and Vertical. These are applied in the making of diplomas, resolutions, engrossing, etc. The general discussion of the Chirographic art, its history and development, as also the system of instruction are equally good.

If an evolution has taken place in the matter of writing and a popular demand has been for practical rather than fine penmanship, with all its twists and useless curves, this Laird & Lee book on Modern Penmanship will prove of great help to the clerk, bookkeeper, business man, teacher and pupil.

Pitman's Cumulative Speller.

A speller for commercial education. By Chas. E. Smith. Cloth, 112 pages. Price, 40 cents. Isaac Pitman & Sons, New York City.

This speller is intended for commercial students in high and business schools. The first

part consists of one hundred lessons, of sixteen words each. Twelve words in each lesson are respelled phonetically and defined. The remaining words are intended for home study and the pupil is expected to find the pronunciation and definition for himself. A vocabulary is given to simplify his work.

The second part consists of spelling lessons in proper names and chapters on capitalization, punctuation and abbreviation.

The simplified spelling board's list of three hundred words are given with extracts from circulars.

Cavalier Tunes.

And other poems, by Robert Browning. Edited by M. A. Eaton. Price, paper, 10 cents; cloth, 25 cents. Educational Publishing Co., New York, Boston, Chicago.

This little book contains, besides the poems mentioned in its title, such other school favorites as: How They Brought the Good News from Ghent to Aix, The Pied Piper, Incident of the French Camp, Hevre Riel, Home Thoughts, Pheidippides, etc.

The introduction consists of a biography of Browning, an estimate of his literary work and a list of his principal books. The origin of each poem is given in the notes, and all illusions which are likely to confuse the student are explained.

It is a good working book for secondary schools.

The Cave Boy of the Stone Age.

By Margaret A. McIntyre. Illustrated. 127 pages. Cloth. Price, 40 cents. D. Appleton & Co., Boston, New York, Chicago.

Whoever is interested in the theory that the child in its development repeats the trials and the experiences of the race in its evolution, will find in "The Cave Boy of the Age of Stone" a very excellent text book for use in illustrating the same. All the ideas and lessons are such as occur in the life of every individual and must have occurred in our prehistoric ancestors, if the theory is correct.

This is, of course, not the first book which

A Sweeping Victory for ISAAC PITMAN SHORTHAND

SPEED with ACCURACY AGAIN TRIUMPHANT

At the great International Contest for Speed and Accuracy in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Eagan International Cup, and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

Percentage Table: Eagan Cup.

NAME	GROSS SPEED PER MINUTE	MATERIAL ERRORS	IMMATERIAL ERRORS	NET SPEED PER MINUTE	SYSTEM
Nellie M. Wood	225	22	23	163	Isaac Pitman
C. P. Gehman	235	28	19	158	Graham
Fred Ireland	235	30	30	142	Graham
S. H. Godfrey	165	24	7	123	Isaac Pitman
G. H. Welsh	150	17	22	116	Benn Pitman

Five other contestants entered but failed to qualify.

MINER MEDAL TEST

The Miner Medal, for writers of less than ten years' experience, was again won by SIDNEY A. GODFREY, a writer of the Isaac Pitman shorthand, whose transcript was the only one of sufficient merit to be rated for this trophy.

Send for a copy of *Pitman's Journal* for April, 1907, containing a full report of this contest, also for a copy of "Some Points." A postal will bring both.

ISAAC PITMAN & SONS, 31 Union Sq., New York

Isaac Pitman's Shorthand is exclusively taught in the High Schools of New York.

has been written on the subject. It is one of many which have already appeared. Hence the ideas contained are not new, nor the conditions changed. The matter, however, is presented in a new, more interesting and more graphic manner and deals with one distinctive period. The details are more comprehensive and include many subjects not treated of in other texts.

Some of the title heads of chapters are, Family, The Needle, The Club and Bow, The Training of the Dog, Bear, Lion, Tiger, Fire, Shell Mound People, Swimming, The Red Men of Our Own Country During the Stone Age, How Weapons of the Cave Men Were First Found.

From this it is evident that many unique ideas are contained herein. The subjects are ably handled. The matter is interesting, attractive and appeals readily to children. The book ought to succeed.

The Elements of English Verse.

Correlated to Music. By Alice C. D. Riley. Price, \$1.50. Cloth. Published by Clayton F.



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If interested in Class Pins, write to us. We will make for you, free of charge, special and original designs executed in colors. Be sure to let us know what your class colors are, and about how many pins you can use; we will then quote you our lowest net figures. We do first-class work only, but at very reasonable prices.

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through eight grades—growing in greater and greater appreciation of the beauties of poetry—without making it a part of his life. Surely such training will help all people to express themselves more carefully and beautifully. The writer has worked out her method and she leaves the way clear and distinct for others to follow.

Any superintendent who examines this book will feel that there is a place for just such a book in every grade.

Louisiana School Boards Meet.

The second annual meeting of the Louisiana School Board Association was held at Shreveport April 5th, Dr. Moss of Lafayette in the chair and a large attendance of members present. In his opening address the president spoke of the possibilities of the organization as a factor for the upbuilding of the work in the state. He told of the work already accomplished, and outlined the plans of the association for the coming year.

He spoke of the qualifications and consecration needed by teachers and how the board by united action could build up a strong teaching staff in this state.

State Institute Conductor J. A. Keeney discussed "Functions of the School Board."

"The Moral Responsibility of the School Board Member" was discussed by President W. O. Thompson. He said:

"All responsibility is moral. It is the duty of the school board not only to see that the schools are run, but to see that they are run properly. To see to the economical expenditure of all funds. A board has no right to shirk these or other responsibilities." He spoke of the unwisdom of having police juries decide upon the amount of taxes to be collected for school purposes and all such questions and suggested that it would be better to put this authority in the hands of the school boards of the parishes.

Leon R. Smith, president of the Caddo Parish School Board, spoke on "Our Part in the Present Educational Movement." Among other things, Mr. Smith suggested that "the first thing for us to do is to give our very best endeavors to the perfection of our public road system. The public road is the handmaid of the public school. Give us good roads and we can have consolidated schools and better schools, with large average attendance, more money for the schools remaining and better teachers and longer terms."

Superintendent V. L. Roy of Avoyelles parish discussed "What action should school boards take to protect themselves against teachers who break their contracts."

He suggested that a committee be formed to whom all correspondence between superintendents and such teachers should be referred for

PHYSIOLOGY FOR CHILDREN

OF unique attractiveness to the eye and mind of the pupil is **Eadie's Physiology and Hygiene for Children**. Note these features:

1. The text has marked naturalness and simplicity of language for children of the fourth grade.
2. The illustrations have a beauty and value not before found in such a book.
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5. The portion of the text which meets the requirements of the law as to tobacco and alcoholic liquors is such as to make this instruction personal and practical, and at the same time the most interesting part of the book.

Cloth. 204 pages. Price, 45 cents.

Discount to Schools and Dealers.

Write for sample pages.

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27-29 WEST 23d STREET, NEW YORK

final adjustment, as a court of arbitration, and that while he did not favor a "black list," he thought the more moderate method he suggested would tide the boards over much trouble, make the contract-breaking teacher more cautious in the future.

Mr. Aswell spoke on "The Business Methods of Electing School Boards," giving much wholesome advice.

He thought that when the matter of per diem and mileage was eliminated and men of character would give their time freely to the work we could expect better things.

The last speech was by President Felmley on "School Board Consciousness."

The election of officers was simplified very much by a motion that the present officers be re-elected by acclamation, which was done, and Dr. H. P. Moss and J. L. Alleman of Lafayette were declared elected president and secretary of the association.

Teachers' Exams.

20% discount to Teachers

Seeley's A New School Management.....	\$1.25
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31-33-35 West 15th St., New York City

Summy Co., Chicago.

The only book of its kind, so far as the writer knows, treating on the subject. It is of vital interest to every one interested in the literary development of children.

"The Elements of English Verse Correlated to Music" is a book that ought to be welcomed by every teacher in every grade. It takes the child through every grade from first to eighth and tells the teacher in clear, concise form, with ample illustrations, just how to bring about the desired results.

Mrs. Riley, the writer, thinks that every child ought to be educated to see and feel the music in all poetry, and finally make his own poems fit the musical rhythm developed by these ideas.

She has discovered that the chief thing that has stood in the way of a young child's enjoying poetry and understanding its musical nature is the old division of verse into iambic, dactylic, etc. She has accordingly written this book basing her teaching on her belief that the music in poetry is absolutely allied to technical music; that the musical ideas in a poem can be much better represented by whole notes, quarter notes, rests, etc., than by the old method of scansion. Using this method the child's musical training all through the grades can be correlated with this poetry study very effectively. It would seem that where so-called library reading work is carried on through the grades, as it is in many states, this book might be used with great success.

Surely there is great need that people care more for poetry after school life. The result of such training as this book suggests would give an appreciation of poetry that would stay by one in after life. No child could work

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furnishes the phosphates in a pure and abundant form. It supplies the nerve cells with health-giving life force, repairs waste, restores the strength and induces restful sleep without the use of dangerous drugs. **An Ideal Tonic in Nervous Diseases.**

If your druggist can't supply you we will send a small bottle, prepaid, on receipt of 25 cents.
Rumford Chemical Works, Providence, R. I.

From Frat to Factory.

The College Graduate, just out, entered upon his first employment.

"Do you know Greek?" his employer inquired.

"I took a prize in it."

"Latin?"

"Yes, sir."

"Trigonometry?"

"Yes, sir, every word of it."

"Are you up in history?"

"Yes, all kinds."

"Archaeology?"

"Yes."

"Civics?"

"Yes, sir."

"Economics?"

"Yes, sir."

"Well, clean out that scrap basket and take these letters to the postoffice."



Bittersweet.

Father—If you bring another poor report from school, I'll whip you.

Tommy—I wish you would.

Father—Why?

Tommy—Then ma would give me some candy.

Aus der Schule.

Lehrer: „Wenn Du drei Finger von zehn nimmst, wieviel bleiben dann?“

Schänschen ist stumm.

Lehrer: „Wieviel weniger hast Du denn im ganzen?“

„Schänschen: „Zehn.“

Lehrer: „Wenn Du nun drei davon nicht hast — was hast Du dann?“

Schänschen: „Keine Aufstundent!“

Going to a Harder School.

"Maude graduated from your cooking school, didn't she?"

"Yes, but she's going to take a postgraduate course this fall."

"Then she's really going back to the school?"

"Oh, no; she's to be married to a poor young man."

During the language lesson in one of the lower grades of an east side school in New York the teacher asked a pupil to give her a sentence with the word "judicious" in it. The youngster pondered over it for a moment and then had to give it up. Another was called on and he, too, failed.

"Come, now, boys," said the teacher, "I'm not asking you anything impossible. Just give me a simple sentence with the word 'judicious' in it."

There was a deep silence for several moments, and then a little lad who responds to the name of Israel at roll call, but is familiarly known as "Issy," raised his hand.

"Please, teacher," he said, "I got a sentence."

"Well, what is it?"

"Last night we had matzoths for supper and other Jew dishes."

And the teacher hurriedly took up the arithmetic lesson which was next on the programme.

Born Like That.

The principal of a public school in a western city was recently obliged to suspend a boy because the latter was suffering with pediculosis.

On the following day the boy's mother appeared and protested. When told that the boy would not be permitted to return unless the cause of complaint were removed she said: "Vell, I can't get 'em off. He was born like that."

A little girl came in from school one day very indignant because she had been kept in to correct her problems after the others had been dismissed. "Mamma," she said, "I'll never, never speak to Edna Bates again as long as I live." "Why, dear?" asked her mother. "Because," pouted the little maid, "because I copied all my samples from her, and every one of 'em was wrong."

Force of Habit.

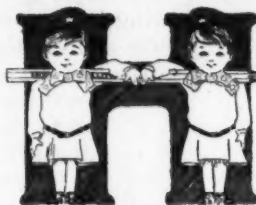
"Hello! grocer, what are you carrying home?"

"Five and a half pounds of school books for my boy."

Not Spanish.

Teacher—"How do you pronounce the following: G-u-r-e-z?"

Johnnie—"Gee, you are easy."



AVE YOU BEEN PERFECTLY SATISFIED with the lead pencils used in your schools during the past term? If there has been something that was not just right, and by any chance you are not acquainted with DIXON'S AMERICAN GRAPHITE PENCILS, allow us to be the means of bringing about an introduction.

Send us 16c. in stamps, and we will do our part by sending a good, generous, liberal package that will give you an excellent idea of the good things in store for those who use the Dixon goods.

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Older Brother—Mother, James has forgotten the letter you taught him this very minute.

Mother—James, have you forgotten that letter?

James—No, mother, I haven't forgotten the letter, only I forgot its name.

Knew His Place.

"What did you think of your daughter's graduation essay?"

"I didn't permit myself to think about it," answered Mr. Cumrox. "I simply did my duty and admired it."

An old teacher ended his explanation of the word "conceited" by asking: "Now what would you say if I met you and told you that I am very wealthy or,—er,—I am good-looking, or something like that?"

Johnny—I'd say you were a liar.

Transient.

First Rural Director—Do you keep a good teacher in your district?"

Second Director—Well, "keep" isn't hardly the right way of expressing it. We sometimes have one.

Similar.

"Tommy," said his teacher, "the rattlesnake always sounds a warning before it strikes. Do you know anything else that does?"

"Yes'm," responded Tommy, "our old clock always does."

"Father, when I leave school I am going to follow my literary bent and write for money."

"Humph! My son, you ought to be successful. That's all you've done since you've been at school."

Busy Days.

Beyond the Alps lies Italy,
Beyond Niagara Canaday,
Beyond exams diplomas wait—
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SCHOOL Officials or Teachers who contemplate changes should see the new SCOTT-SOUTHWORTH LESSONS IN ENGLISH and the SOUTHWORTH-STONE ARITHMETICS. Both series have been more generally introduced in the Schools, within the same limited time, than any other like text-books published in this country.

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SPECIAL STUDIES.

Des Moines, Ia. The study of manual training will be installed in the high school with equipment amounting to \$1,000.

Waterloo, Ia. Manual training will be extended throughout the entire course of study of the school system.

Washington, D. C. The two-room frame building on the public school reservation at Congress Heights has been converted into a manual training shop and a sewing and cooking school.

San Antonio, Tex. Cooking will be taught in the schools.

Bridgeton, N. Y. The board of education, on recommendation of the committee of teachers and text books, as also the superintendent, decided to introduce music into the school system.

Milwaukee, Wis. The school board has created the office of supervisor of physical culture and fixed the salary at a sum not to exceed \$2,400.

Cleveland, O. On recommendation of Superintendent of Schools Elson the manual training, sewing and cooking departments will be enlarged and extended. In the seventh and eighth grades manual training and cooking will be improved. Instead of a one year course, cooking will extend through both the seventh and eighth grades. Three manual training centers will be added to the six now in operation.

Crookston, Minn. Domestic science has been introduced in the grade schools under the direction of a special teacher. Sewing has already been taken up.

Philadelphia, Pa. Eight physical instructors have been approved for appointment. A general director has been employed.

Marion, Ind. Domestic science has been introduced as a regular branch of study.

Manitou, Colo., has been added to the list of cities of the state which have introduced manual training as a study of the public school curriculum. Others are Golden, Central City, Walsenburg, Littleton and Rocky Ford. Woodwork will be the first branch employed.

Dayton, Ohio. The erection of a manual training high school is being discussed. Plans have been drawn for a building, and will be accepted if funds can be raised.

Wheeling, W. Va. A school of domestic science will be opened in Union school building.

Lexington, Ky. Manual training has been introduced and specially qualified teachers will be employed.

Buy Portable Schoolhouses.

Five one-story frame portable schoolhouses, each 25x31, to cost \$1,200 apiece, have been purchased by the board of education of New York City from the American Portable House Company of Seattle, Wash. While in architectural beauty these little schools will stand in striking contrast to the magnificent structures which School Architect Snyder has been erecting throughout the city, nevertheless their purchase will aid in solving the problem of congestion, incidentally saving the expense of transportation of pupils.

Certain neighborhoods in the Bronx have grown in population so rapidly that some of the children have been forced to attend schools in other districts. The expense of carrying them to and from school every day in stages has devolved upon the board, which finds no fund for transportation. Consequently the portable schoolhouses have been bought.

School Architect Morgan in discussing the purchase called particular attention to the fact that there is no firm in New York or in the East who could supply portable schoolhouses and that the board had bought them in Seattle, Wash., cheaper than it could erect such buildings itself.



YOUR pupils ought to have the best water colors made, as long as they don't cost more than next best.

We show our box No. 219. It contains: One large pan of Gamboge and seven half pans; Crimson, New Blue, New Green, Orange, Violet, Warm Grey, Cold Grey; and one No. 7 brush, with room for several brushes or additional colors.

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The American Portable House Company for several years past has supplied boards of education in all sections of the country with such schoolhouses. They are especially designed to relieve an ungovernable congestion in the attendance. Each house will hold about fifty pupils and is so constructed that in three days it can have been taken down and reconstructed in another crowded district.

Shorthand Contest.

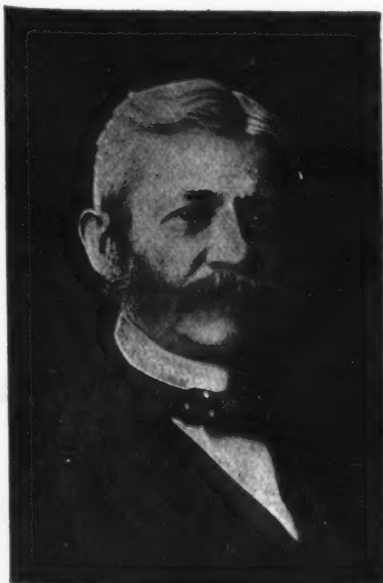
At Simmons College, Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, the first really representative shorthand speed contest took place. Intense interest was evidenced in the outcome and all the leading systems were represented by their fastest writers. The contest for the Eagan international cup was open to all contestants without restriction. The Miner gold medal and bar was restricted to writers of less than ten years' experience. Both these trophies were won by writers of the Isaac Pitman shorthand, Miss Nellie M. Wood of Boston winning the Eagan cup and Mr. Sidney H. Godfrey of London, England, winning the Miner medal.

Elizabeth, N. J. Contract for furnishing slate blackboards in public school No. 11 awarded to E. J. Johnson & Co., New York City.

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Mention this publication.



The American Seating Company reports a largely increased demand on the part of school boards in the larger towns and cities for the better grade of school furniture, and there is a strong tendency developing in favor of adjustable chair desks instead of the regular combination non-adjustable desk. Their ideal adjustable desk and chair is meeting with the greatest favor wherever introduced. This desk has recently been placed in the following schools and numerous other cities:

Monroe, Wis.; Baraboo, Wis.; Wausau, Wis.; Athens, Wis.; Escanaba, Mich. (contract just closed); Coleraine, Minn.; State Normal School, Winona, Minn.; Steubenville, O.; Portsmouth, O.; Cleveland Heights, O.; Springfield, O.; Delaware, O.; Lancaster, O.; Ravenna, O.

The Toledo Museum of Art, Toledo, Ohio, uses the McIntosh Lanterns for their demonstration work.

Henry C. Haskell, manufacturer of school, class and society pins, has removed his office and manufacturing department to 293 Seventh Ave., New York City, N. Y. The new headquarters will afford improved facilities for high-grade work and prompt service. Mr. Haskell will be pleased to furnish designs and estimates on any kind of pins, badges or emblems.

The entire plant of the New York Silicate Book Slate Company, corner of Vesey and Church Sts., New York, was destroyed by fire, April 13. The firm promptly secured permanent quarters in the Evening Post building, 20-24 Vesey St., and but few days were consumed in fitting up the factory. Mr. John B. Coles, president of the company, is authority for the statement that all orders will be shipped promptly.

Chicago, Ill. The members of the alleged school furniture combine have entered a plea of nolo contendere to the indictments found against them by the federal grand jury. The E. H. Stafford Manufacturing Company, has pleaded not guilty and will fight.

Diplomas
FOR
PUBLIC & HIGH SCHOOLS,
COMMERCIAL SCHOOLS,
& COLLEGES.
ALL LITHOGRAPHED,
OR LITHOGRAPHED WITH
BLANK SPACES FOR SCHOOL
B.C. KASSELL, CHICAGO
CHICAGO. OPERA HOUSE.

The Kansas State Text Book Commission has revoked its endorsement of "Country Life and Agricultural Education," a set of charts for rural schools.

The State Normal School, East Stroudsburg, Pa., has adopted the McIntosh Projection Apparatus.

Fall River, Mass. Contracts for school furniture, including desks, seats, tables, etc., have been awarded to the American School Furniture Company.

That the Holden system of preserving books is economical as well as sanitary has been demonstrated in every city where the Holden book covers are in use.


Figures compiled in three cities show that the annual cost of supplying books fitted with the covers was only thirty-six cents in each city. One superintendent stated that at an outlay of \$75.00 his board had been able to save more than \$500.00.

It is estimated that \$1,000 worth of text books will depreciate in value to the amount of \$30.00 every month of school use. Thirty dollars' worth of Holden book covers and repair material will afford protection for \$1,000 worth of books and will increase their life from sixty to one hundred per cent. This has been demonstrated by actual use. The saving effected is apparent.

Wilmington, Del. E. A. Wright Company, Philadelphia, Pa., will furnish the diplomas for the high school graduates.

The University of Michigan, Ann Arbor, Mich., recently placed their order for another McIntosh College Bench Lantern and a McIntosh Imperial Dissolving Stereopticon.

A disinfectant for school use must not only kill disease germs and destroy offensive odors but it must be easily applied and low in price. Wagoner's disinfectant, manufactured by the Wagoner Disinfectant Company, of Knightstown, Ind., has all these qualities. A reward of \$100 is offered in any case where it will not work; it is applied by simply sprinkling on the floors; and the price is only 25 cents per pound. A tablespoonful will make a whole gallon of solution.



THE ART INSTITUTE ART SCHOOL

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Illustration, Designing, Juvenile
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Special attention given teachers who
wish to perfect themselves in Art
Instruction.

Students may enter at any time during
the year.

Write for 1907 Booklet

RALPH HOLMES, Box 15
The Art Institute Chicago, Ill.

Matteawan, N. Y. Blackboards for the new school will be furnished by E. J. Johnson & Company, New York.

New York City. Furniture for the addition to the Teachers' Training School on Park Place, Borough of Brooklyn, will be furnished by the American Seating Company at the cost of \$5,600.

St. Louis, Mo. The school board has ordered the purchase of desks to the amount of \$3,900 from the American Seating Company.

The Milton Bradley Water Colors have received a noteworthy recognition in being adopted by the school committee of Boston.

Mr. R. R. Johnson has just issued a card giving details of his "Window Shade Adjuster" stops for the use of architects and school officials. A copy will be mailed upon application.

Springfield, Mo. The school board has purchased 166 desks from the American Seating Company.

Texas. A new uniform text book law has been enacted by the state legislature. The old statute exempted all of the larger cities of the state from using the state books and it is in this particular that the new law differs. The use of grade school text books adopted by the state commission will be mandatory on every school district. High school books are not included in the operation of the law.

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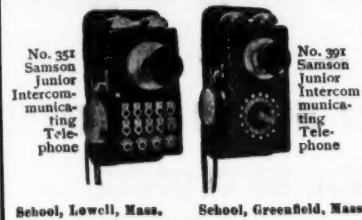
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NOW FOR TELEPHONES

"Tallow Candle"
Is the present method of
SCHOOL COMMUNICATION



School, Lowell, Mass. School, Greenfield, Mass.



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PRACTICABILITY

Before inaugurating our school telephone advertising campaign, we conclusively demonstrated by time tests of actual installations, the practicability of our apparatus. Accompanying illustrations show types of our inexpensive, medium, and the most up-to-date systems.

DESCRIPTIVE MATTER

"School Telephone" Bulletin, No. 6, carefully illustrating and describing eight distinct systems, and "Telephone Practice" Bulletin, No. 7, illustrating actual installations, mailed on request.

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21 years of electrical specialty experience.

We have the plant, the men, and the experience.

tract be let. When the goods have been delivered, inspected and found satisfactory they should be paid for promptly.

"On the other hand, the manufacturer should adopt a clean, straightforward policy, devoid of price juggling, by which quality, price and prompt delivery are the only considerations. A salesman is an unsatisfactory and expensive proposition at best, and an agent an unnecessary evil. Any responsible manufacturer can satisfy the average board as to the quality and value of his goods as well, or better, by letter than he can through some irresponsible third party who, in the majority of cases, has no personal knowledge of the subject of manufacture of the goods.

"To make this idea effective the Lake Shore Furniture Company was organized. The original plan was to contract for desks sold with established and responsible manufacturers having the most modern and up-to-date equipment for the manufacture of general furniture lines. In this way the manufacturer could devote a portion of his capacity to the construction of school furniture and not be dependent on this line entirely for keeping his factory in operation. Thus, he could make high-grade school furniture at low cost. Then through a complete office organization in Chicago, as a central point, the energies of which would be devoted entirely to handling of the business, the educational world at large would be placed in a position to secure satisfactory service and also to purchase a higher quality of goods at minimum cost.

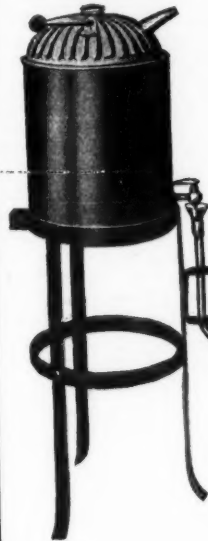
"Chief among the plans for reducing this cost was the idea of conducting the business on an entirely spot cash basis, not only in selling to the boards of education but in buying from manufacturers. To further this plan the company was incorporated for a comparatively small amount of fully paid capital stock under the substantial and carefully constructed corporation laws of the state of Illinois. Alliances were made with the financial world in such a way that all invoices for goods from factories could be paid immediately upon their receipt at the Chicago office. We would thus be able to handle a vast amount of business on a comparatively small capitalization. The old adage that 'goods well bought are half sold' was incorporated into the plans in such a way as to make them beneficially operative both to the company and to the purchaser.

"At the outset these plans were put into operation in detail. The company had been in operation but a short time, however, before it became apparent that an undercurrent was working for our defeat. Contracts which had been made in good faith with supposedly responsible, honorable people were rendered in-

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It is intended for primary school and home use.

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Chicago

THE LAKE SHORE FURNITURE COMPANY.

That school furniture can be sold on the same sensible, businesslike terms as other lines of merchandise is the idea upon which the Lake Shore Furniture Company has been organized and is conducting its business. Mr. Abbott, president and treasurer of the company, in discussing the organization of the firm recently, made the following statements to a representative of the School Board Journal:

"The intricacies of the school furniture business are not new to me, as I have been connected with the same for over fifteen years, both as salesman and manager, and in the latter part of this period have had wide experience in manufacturing school desks and miscellaneous supplies.

"My experience early led me to believe that school furniture can be marketed on the same legitimate, sensible and businesslike terms as other staple lines of merchandise. The past will show that the school furniture business, from a manufacturing as well as sales standpoint, has been unsatisfactory and precarious. School boards have been in part to blame for this, but the manufacturer has also done much to bring about existing conditions.

"I hold that boards of education can purchase for cash, and when goods have been delivered to them and, upon inspection, found satisfactory, should meet their obligations at once. The red tape which some boards tie around their orders tends not only to increase the cost of goods, but imposes on the manufacturer obligations which are unnecessary. As a contractor who puts up a building is placed under obligations to deliver a building which will stand inspection, so should the seating con-

operative to such an extent that they were useless to us. Considerable financial loss was the result of our inability to fill orders promptly. Not only were contracts made ineffective in this way, but the matter was carried to such an extent that employees in our office have been offered positions with competitive concerns. Attempts have been made to keep us from realizing on orders for raw material. Recently a contract for a large amount of lumber was placed with a responsible Chicago merchant and an hour later a competitive concern offered two dollars more per thousand for the same lumber.

"In many other ways, some petty, some serious, our company has been hampered in carrying out its plans as originally outlined. All of this has changed our plans for securing goods and we have been obliged to establish factories and manufacture our own goods.

"We are now equipping factories in Chicago and making extensive outside factory connections which we are clinching with iron-bound contracts so that our future supply may not be imperiled.

"Far from being disconcerted by the efforts which have been made to put us out of business, our conviction that the plan is feasible has only been strengthened and we are more determined than ever to push the enterprise to ultimate success."

Supt. James A. Barr of Stockton, Cal., has prepared a report to his board of education setting forth the condition of teachers' salaries and recommending substantial increases. Mr. Barr shows conclusively that during the past few years, the cost of living has increased fully fifty per cent, while the salaries of teachers have only increased fourteen per cent.



ALABAMA.

East Lake—Arch. William Warren has prepared plans for the main building of the Boys' Industrial School. Fort Payne—School to be erected. Mobile—Bids have been opened for the construction of the Leinlauf School.

ARKANSAS.

Jonesboro—Arch. J. E. Flanders, Dallas, Tex., is preparing plans for 2-story, \$18,000 school. Same architect is preparing plans for 2-story high school; cost, \$30,000. Washington—\$10,000 school is to be erected. Gravette—Addition will be built to school. Siloam Springs—School will be erected. Argenta—Propose to erect school in the Fifth ward. Little Rock—Arch. Chas. L. Thompson has plans for a convent for Sisters of Mercy; cost, \$250,000. Booneville—School to be erected; cost, \$20,000. Plumerville—School district will erect school; cost, about \$3,000.

CALIFORNIA.

Los Angeles—\$600,000 will be appropriated for common school buildings and \$250,000 for new high school. Riverside—Bonds will be sold for the purpose of erecting new school. Lodi—Propose erecting new school. San Jose—Bids will be received for the erection of the Lincoln school, Washington school and board of education office. Red Bluff—New high school is being erected.

COLORADO.

Denver—\$250,000 high school will be erected. Greeley—4-room school to be erected, Severance district.

CONNECTICUT.

Danbury—Plans have been started by Assoc. Archts. J. J. Dwyer & J. J. McMahon, Hartford, for 3-room addition and enlargement of present rooms for school connected with St. Peter's R. C. congregation. Watertown—Plans for St. John's parochial school have been approved. Hartford—Arch. Von Beren, New Haven, prepared plans for new school. New Britain—Arch. Walter P. Crabtree is preparing specifications for St. Mary's convent. Bridgeport—Arch. Jos. A. O'Brien has plans for brick school on Bostwick avenue. Deep River—Archts. J. J. Dwyer & J. J. McMahon, Hartford, will plan trade school.

FLORIDA.

Palm Beach—School is being erected. Lake City—\$20,000 high school is being built.

GEORGIA.

Atlanta—Two new school buildings, to cost \$35,000 each, will be erected. Hartwell—Will issue \$15,000 of bonds to be used in erecting new school.

IDAHO.

Post Falls—New school will be built; cost, \$12,000.

ILLINOIS.

Bloomington—Science hall and woman's dormitory will be erected for the Illinois Wesleyan University. Oak Park—Arch. E. E. Roberts has prepared plans for 4-room school at Augusta street and Cuyler avenue. Nauvoo—Carl Nielsen has been selected architect for several buildings for St. Mary's Academy. Belleville—Propose to erect new school. Alton—A \$30,000 parochial school will be erected by the church of SS. Peter and Paul. St. Charles—Gymnasium is being erected for the boys' school. Herrin—Voted \$9,000 in bonds to erect new school. Yorkville—Archts. Worst & Shepardson are drawing sketches for additions to high school. Salisbury—6-room school will be erected.

INDIANA.

Ft. Wayne—Archts. Grindle & Bradley, Indianapolis, have plans for enlarging the Nebraska school. Burrows—Archts. C. A. Krutsch & Co.,

Indianapolis, are preparing plans for 2-story school; \$10,000. Indianapolis—Archts. Rubush & Hunter have plans for 1-story agricultural building for the state board of agriculture. Bluffton—1-story brick school will be built. Columbus—Arch. Elmer E. Dunlap is preparing plans for new high school. Perkinsville—Arch. Henry L. Duncan selected to draw plans for 4-room brick school. Terre Haute—The plans of Archts. Gault & Gault have been accepted for third story of Indiana State Normal school. Warren—\$10,000 of bonds will be issued for the erection of additional school buildings. Lancaster—High school is to be built. Bloomington—\$32,000 of bonds issued for school building purposes. Terre Haute—Contemplates erecting 10-room school. 4-room school to be erected in Harrison township. Indianapolis—Archts. Foltz & Parker have plans for a new school; cost, \$40,000. Colfax—Arch. J. T. Johnson & Co., Indianapolis, will receive bids for 2-story, 8-room school; cost, \$30,000. Tipton—2-story school will be erected. Middlebury—High school will be erected; cost, \$20,000.

INDIAN TERRITORY.

So. McAlester—Arch. W. R. Parsons has plans for a new high school. Krebs—Archts. Smith & Parr have plans for a new school; cost, \$9,000. Porum—Arch. Chas. H. Sudhoelter, Muskogee, is preparing plans for 2-story, 8-room school; cost, \$10,000.

IOWA.

Manning—Archts. Elsentraut-Colby-Pottenger Co., Sioux City, are preparing plans for \$35,000 school. Marcus—Arch. J. G. Ralston, Waterloo, is preparing plans for 3-story high school. Waterloo—Site purchased for school. Modale—An addition will be built to school to cost \$2,500. Des Moines—A Catholic college for young men will shortly be erected. Sigourney—School to be built in district No. 12, German township, Keokuk county. Des Moines—Archts. Hallett & Rawson are preparing plans for gymnasium for North Des Moines high school. Logan—Plans for new school accepted. Chariton—School will be built in district No. 6, Cedar township. Elkader—School will be erected in district No. 6, Marion township. Jefferson—School will be built in district No. 5, Eagle Center—Arch. J. G. Ralston, Waterloo, has prepared plans for St. Mary's parochial school. Vinton—West school will be remodeled. Ottumwa—Independent school district will erect 2-story school. Council Bluffs—4-room addition will be erected. Des Moines—Arch. H. E. Ratcliffe has plans for St. Mary's Seminary school. Osceola—Will receive bids for the erection of 4-room school. Clinton—Gymnasium will be built for Wartburg college. Cincinnati—Arch. O. A. Houghland is preparing plans for new school; cost, \$16,000.

KANSAS.

Beloit—Arch. Joseph Marshall, Topeka, has prepared plans for an addition to Second ward school. Great Bend—Archts. Hair, Smith & Anderson, Iola, prepared plans for high school. Lawrence—Site has been purchased for new manual training school and work will commence at once. Emporia—Arch. Henry Brinkman, Manhattan, is preparing plans for \$25,000 school. Wichita—Proposals will be received for erecting new school. Independence—Proposals will be received for an 8-room school.

KENTUCKY.

Louisville—Archts. Thomas & Bohne are preparing plans for \$50,000 public school to be erected on Duker avenue. 1-story, \$3,500 school will be erected at Mill Creek. Mrs. Rosa Stonestreet, superintendent, Jefferson county.

LOUISIANA.

Shreveport—Contemplate erecting \$100,000 high school; also \$10,000 school. Winnsboro—Arch. J. Y. Snyder, Shreveport, is preparing plans for 2-story, \$20,000 school. Shreve-

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KANSAS CITY

port—Arch. M. M. Kembrick has plans for a 3-story, \$30,000 college building for Centenary college, care Dr. W. E. Boggs. Evergreen—\$10,000 high school will be erected. Campiti—New high school will be built.

MAINE.

Bangor—An expenditure of \$25,000 was authorized for the erecting of a 6-room brick school on Larkin street.

MARYLAND.

Baltimore—2-story school and assembly room building will be erected, as additions to Samuel Ready school; \$75,000. Archts. Tormey & Leach have been commissioned to prepare plans for brick and stone schoolhouse and dormitory buildings, to be erected at St. Mary's Industrial school; cost, \$65,000.

MASSACHUSETTS.

Boston—Archts. Shepley, Rutan & Coolidge have plans for a laboratory building for Carnegie Institute. Worcester—School will be built. Sharon—Arch. Chas. B. Dunham, Boston, selected to prepare plans for addition to Hervey school. Framingham—Arch. Chas. E. Baker, Boston, prepared plans for \$100,000 brick and stone high school. Three Rivers—Site selected for new school. Great Barrington—\$50,000 appropriated for a new school in Housatonic. Fall River—School will be built. Haverhill—8-room school will be erected to replace the Bowley school recently destroyed by fire. Huntington—Arch. W. B. Reid has plans for new school.

Architects Directory

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Johnson's Window Shade Adjusters



Are now used in hundreds of schools. They lower or raise the shade roller to any part of window, placing light and ventilation under perfect control. Guaranteed satisfactory at small expense. Send for twenty page booklet and sample of the "Johnson Window Stop" (on which the adjuster works).

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Ventilated Sheet Steel

Churchill & Spalding,
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MICHIGAN.

Ann Arbor—Archts. Donaldson & Meier, Detroit, are preparing plans for 2-story building for the University of Michigan; cost, \$75,000. Menominee—Roosevelt school will be built on Marinette avenue. Plymouth—Propose to erect \$12,000 addition to school. Lansing—Agricultural building to cost \$100,000 is to be built at the Agricultural college; plans by Archt. E. A. Bowd. Gunnisonville—Brick school will be erected. Clarkston—\$15,000 school is to be erected. Calumet—Additions will be built to Wolverine and Centennial Heights schools. Saginaw—School will be erected. Holland—School will be erected. Berville—Voted to erect 2-room school; cost, \$3,000. St. Joseph—High school will be rebuilt. Detroit—Archts. Malcomson & Higginbotham have plans for an addition to the Central high school; cost, \$250,000.

MINNESOTA.

Minneapolis—High school will be built at corner Hennepin avenue and 28th street, according to plans prepared by Archt. E. S. Stebbins. Webster—School will be erected for school districts Nos. 68 and 106. Stillwater—School will be erected. North Branch—High school will be erected. Duluth—Archts. Bray & Nystrom are drawing plans for a commercial college to be erected at Second avenue and Fourth street. Donaldson—School will be built. Fosston—Archt. Strassburger has prepared plans for a 1-room rural school. Austin—Bonds will be issued for additions to schools. Mankato—Contract awarded for remodeling Franklin school. Akeley—Vote carried to enlarge and improve school. Hibbing—Propose to erect five new schools. Two Harbors—Archts. W. R. Parsons & Son have plans for new school. Echo—Archts. William Elliot & Son, St. Paul, are preparing plans for 2-story school; cost, \$10,000. Lakeville—Archts. Wm. Elliot & Son are preparing plans for 3-story school; cost, \$12,000. Litchfield—Archts. Wm. Elliot & Son, St. Paul, are preparing plans for a 2-story school; cost, \$30,000. Staples—Proposals will be received for the erection of a 2-story, 8-room grammar school; cost, \$24,000. Bovey—\$30,000 school will be built.

MISSISSIPPI.

Armory—2-story brick school will be built after plans of Archt. A. E. Hindsmon, Tupelo. Centerville—Archts. Drago & Smith, New Orleans, La., have plans for 2-story brick high school.

MISSOURI.

Lees Summit—High school will be erected. Bevier—\$16,000 Central high school will be built. Marshall—High school will be erected. Brighton—School will be built. St. Louis—The proposition to establish a village school and to issue \$15,000 in school bonds was carried. St. Charles—New dormitory for Lindenwood college will be erected. St. Louis—Archt. Jos. Stauder & Sons have plans for new school; cost, \$20,000. Webster Groves—Archts. Barnett, Hayes & Barnett have plans for a seminary building; \$200,000. Salem—\$10,000 in bonds to be issued for erecting high school. Aurora—Bonds will be issued for erecting high school. Marceline—School to be erected. Canton—Archts. Jos. Stauder & Sons are preparing plans for 2-story school; cost, \$20,000.

MONTANA.

Bonner—Archt. J. A. Mitchell is preparing plans for new school. Eureka—Addition will be built to school in district No. 5.

NEBRASKA.

Kearney—The legislature has made an appropriation of \$15,000 for a building at the Industrial School for Boys and \$100,000 for wings to the State Normal school main building. Waterloo—Voted \$7,000 bonds for 2-room brick addition to public school.

NEW HAMPSHIRE.

Claremont—Archts. Gay & Proctor, Boston, have been engaged to draw plans for 4-room grammar school which is to be erected on Myrtle street.

NEW JERSEY.

Montclair Heights—State Normal school will be built. Elizabeth—Plans are in preparation for school to be erected by the Church of the Sacred Heart. Upper Montclair—Archts. Van Vleet & Goldsmith, New York, N. Y., are preparing plans for \$50,000 school. Bayonne—Archt. Arthur C. Longyear, New York, N. Y., has been selected to prepare plans for the proposed public school No. 9. Caldwell—Propose to erect an addition to school; cost, \$18,000. Eatontown—Bids will be received for erecting new school. Trenton—School will be built on Tyler street.

NEW YORK.

Syracuse—Additional \$75,000 will be appropriated for North Side High school, whole amount to be expended to be \$275,000. New York City—Archts. Schickel & Ditmars have plans for a parochial school for church of St. Ignatius; cost, \$150,000. Same architects have plans for \$75,000 school at 159 Henry street. Norwich—Archt. Joseph Blaby, Palmyra, is preparing plans for 2-story school. Troy—M. F. Cummings & Son will be architects for Russell Sage building of Emma Willard school. Watertown—School to be erected on corner of State and Mechanic streets. North Tonawanda—Plans submitted by Archt. A. Post, Buffalo, for parochial school to be constructed adjoining Ascension church. Brooklyn—New school will be erected on Eleventh avenue, between Sherman and Braxton street. Cortland—Plans for the construction of new ward school on Homer avenue adopted. Elmira—High school will be erected. Utica—Propose to erect two grade schools. Woodmere—Propose to erect addition to school. Dunkirk—Archt. Thos. W. Harris has plans for remodeling high school; cost, \$75,000. Hinsdale—Pro-

Front View.

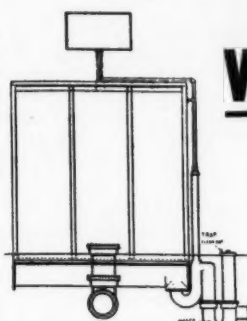


PLATE 1779-N.

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Ventilated Urinal

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Unsurpassed for
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End View.

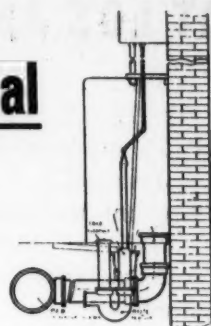


PLATE 1780-N.

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Edwardsville, Ill.

St. Louis, Mo.

pose to erect new Union school.

NORTH CAROLINA.

Holly Springs—School to be built. Asheville—Addition will be built to Ashland av. school.

NORTH DAKOTA.

Lidgerwood—Plans of Archts. William Elliot & Son, St. Paul, Minn., accepted for an addition to school; \$75,000 of bonds recently voted. Devils Lake—School will be erected in district No. 4. Coal Harbor—School will be built in Victoria district. Kenmare—An addition will be built to present school to cost from \$20,000 to \$25,000. Bismack—Five buildings will be erected at Indian school. Westhope—Archts. Frost & Hosmer have plans for new school; cost, \$13,000. Napoleon—Proposals will be received for the erection of two schools. McLeod—Bids will be received for the erection of 2-room school. Oriska—Bids will be received for erection of school in Dist. No. 18.

OHIO.

Jaysville—Archt. J. M. Bowers, Arcanum, has plans for new school. Delaware—Archts. Marriott & Allen, Columbus, prepared plans for an industrial and technical building, Girls' Industrial Home. Lima—Archts. Dawson & McLaughlin will prepare plans for 2-room addition to school on S. Elizabeth st.; \$4,000. Rittman—Archt. N. A. Mantz, Akron, is preparing plans for 2-story school; cost, \$7,500. Westerville—Otterbein University will erect \$25,000 conservatory building; Louis Bookwalter, pres. Marion—Archts. Richards, McCarty & Bulford, Columbus, have plans for 4-room \$12,000 addition to school. South Charleston—Archt. Frank L. Packard, Columbus, is preparing plans for a 2-story school; cost, \$30,000. Pataskala—Archts. Marriott & Allen, Columbus, are preparing plans for a 2-story \$20,000 school. Columbus—Engineering building will be erected for Ohio State University; Carl E. Steeb, secretary. Lima—The following will be built after plans by Archts. Leech & Leech: 2-room addition to Spring st. school, 2-room addition to Charles st. school, 6-room addition to Pine st. school; cost, about \$25,000; \$20,000 college building will be built for Lima College. Follansbee—School is being erected. Seven

Mile—Bonds to the amount of \$12,000 were voted for the construction of a new school. Converse—Archt. N. A. Mantz has plans for high school. Wilkesville—School will be built in sub-district No. 6. Xenia—Archt. H. W. Owens authorized to prepare plans for 2-room school. Cleveland—Archt. W. Hodges has plans for \$50,000 school for St. Augustine parish. Bucyrus—Two new schools will be built. Junction City—Propose to erect \$25,000 school. Okolona—School will be erected. Paulding—School will be erected in sub-district No. 8, Auglaize township. Cleveland—Archt. F. S. Barnum has completed plans for Rice school addition. Bellefontaine—\$60,000 high school is to be erected. Larue—School, recently destroyed by fire, will be rebuilt; plans by Archt. F. L. Packard, Columbus. Youngstown—8-room school will be built. Covington—\$75,000 school will be built at Nineteenth and Mary sts. Thornville—Contemplate erection of new school. Cincinnati—Proposals will be received for remodeling school buildings. Toledo—New school to be erected. Cleveland—Proposals will be received for erecting an annex to Brandon school. Cincinnati—E. H. Dornette will receive bids for alterations to four schools. Massillon—Archt. C. B. Heckman has plans for a school for the Catholic congregation. Bellefontaine—Archts. Searles, Hirsh & Gavin have plans for high school; cost, \$60,000. Uhrichsville—\$5,500 appropriated for repairing two schools.

OREGON.

Albany—High school will be built. Creston—School will be erected.

PENNSYLVANIA.

York—St. Mary's Roman Catholic congregation will erect \$15,000 school on S. George st. Darby—Archt. G. E. Savage, Philadelphia, has plans for an addition to high school; cost, \$25,000. Kingston—Archt. Owen McGlynn, Wilkes-Barre, is completing plans for public school. South Canonsburg—Bonds in sum of \$11,000 voted for school; plans by Archt. M. L. Taylor. Charleroi—Archt. Thos. J. Heron, Pittsburg, has plans for 2-story \$25,000 school. Mt. Pleasant—Archt. Wm. G. Sloan, Greensburg, is making plans for 3-story \$25,000 school. Butler—High school will be erected at the corner of McKean and North sts.



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Steeleton—The plans of Archt. T. H. Hamilton for a 6-room school approved. West York—Archt. C. Keyworth has plans for school to be erected on Stanton st. Philadelphia—Archts. Magaziner & Potter will remodel property at North Fifth st. into school for the Northeastern Talmud Torah; 4-story building will be erected for the Junior department of the Episcopal Academy. Bethlehem—building will be erected for Bethlehem Preparatory School; cost, \$18,000. Philadelphia—Archt. H. D. Dagit has plans for school building for St. Edward's R. C. congregation. Philadelphia—Archt. Geo. I. Lovatt has plans for a 3-story school and convent for the Holy Cross R. C. congregation. West Pittsburg—Archts. C. C. & A. L. Thayer have plans for 2-story school; cost, \$10,000. Braddock—Archt. U. J. L. Peoples will receive

bids for new school; cost, \$40,000. Pittsburg—Archts. Dean & Stopplet, Fitzsimmons, have plans for alterations to schools in 21st ward. McKeesport—Archt. L. J. Long has been asked for estimates on the cost of 6-room addition to high school. Sheridanville—Archt. John T. Comes has plans for 3-story parochial school for R. C. congregation. Kane—Archt. Jos. P. Brenot, Oil City, will take bids for convent for St. Callistus congregation; cost, \$8,000.

RHODE ISLAND.

Cranston—The school committee has accepted the plans of Archts. Banning & Thornton, Providence, for 8-room buildings in Arlington and Edgewood, to cost approximately \$21,500 each; Angell & Swift, Providence, are architects for an 8-room building in Auburn and 2-room building in South Auburn, to cost respectively \$18,000 and \$8,000 each. Pawtucket—New school will be erected on Prospect st.

SOUTH DAKOTA.

Sisseton—Archts. W. R. Parsons & Son Co., Des Moines, Ia., prepared plans for 2-story and basement school. Hitchcock—New school will be erected. Herrick—\$3,800 school will be erected. Mitchell—Contemporary erecting new school. Ellendale—Archts. Jeffers & Henry have plans for the girls' dormitory at the Manual Training School.

TENNESSEE.

Memphis—Archts. Alsop & Wood are preparing preliminary plans for \$200,000 manual training school. Knoxville—Archts. Baumann Bros. are completing plans for proposed new school.

TEXAS.

Dallas—Archts. Lang & Witchell have revised plans for 3-story and basement high school; cost, \$135,000. Ft. Worth—2-story school will be built at Washington Heights. Blum—Archt. T. J. Galbraith, Hillsboro, has plans for \$10,000 school. Sherman—High school, recently destroyed by fire, will be rebuilt; address Judge I. H. Wood, pres. board of education. Channing—School will be built. Texarkana—2-story brick school will be built; plans by Archt. Bayard Witt, Texarkana, Ark. Ft. Worth—Archt. L. B. Weinman is preparing plans for 3-story Baptist College (colored); cost, \$40,000. Austin—Archt. N. J. Clayton, Galveston, is preparing plans for 2-story school for St. Mary's congregation; cost, \$10,000. Comanche—Archts. Sanguinet & Staats, Ft. Worth, have prepared plans for 2-story school; \$15,000. Belton—Archts. Scotts & Clark, Waco, have prepared plans for 3-story college building for Baylor College; cost, \$40,000. Hillsboro—The plans of Archt. J. S. Moad, Dallas, accepted for high school. Floresville—School will be built. Bryan—Propose erecting new music hall and auditorium for Villa Maria Ursuline Academy. Ft. Worth—16-room building to be erected; additions to ward buildings; cost, \$250,000. Tyler—8-room school to be erected. Manor—Archt. Guy S. Boyce has plans for 2-story school; cost, \$15,000. Ft. Stockton—2-story school to be erected. El Paso—\$100,000 to be issued for new schools. San Antonio—Archt. F. B. Gaenslen let contract for the erection of a new school for the Sisters of the Divine Providence; cost, \$10,000.

UTAH.

South Jordan—Archts. Erskine & Liljenberg, Salt Lake City, have plans for an 8-room school. Lewiston—Archts. Monson & Schaub have plans for the erection of 12-room school.

VERMONT.

Richmond—Plans are being drawn by Archt. Frank L. Austin for 2-story 4-room school.

VIRGINIA.

Woodstock—Archts. W. R. Parsons & Son Co., Des Moines, Ia., have prepared plans for 2-story \$10,000 school. Emporia—High school will be erected.

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WASHINGTON.

Wenatchee—4-room school will be erected; cost, \$10,000; new high school to cost \$35,000 contemplated for next year. Greenacres—Archt. Alfred Jones is preparing plans for \$7,000 rural school. Bellingham—Plans are to be drawn for an annex to the state normal school. North Yakima—New high school will be erected. Okanogan—\$4,000 school will be erected. Hoquiam—Archt. C. E. Troutman has plans for new school; cost, \$40,000. North Yakima—8-room school will be erected; Newton C. Gauntt, archt. Odessa—Bids will be received for erection of 2-story brick school.

WEST VIRGINIA.

Greggsville—Archt. Chas. D. Mc-

Carty, Wheeling, has prepared plans for 2-story 4-room school. Wheeling—New high school will be built. Charleston—Archt. Clarence Martindale has plans for the erection of two schools.

WISCONSIN.

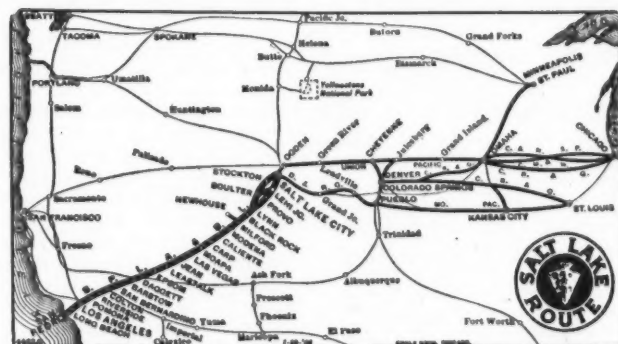
Neenah—High school will be built; Archts. Van Ryn & De Gelleke, Milwaukee. Mayville—Archts. Pillsbury & McCracken, Fond du Lac, have plans for addition to grade school. Beaver Dam—Archt. Anton Dohmen, Milwaukee, has plans for alterations and addition to St. Mary's school. Kewaunee—Archt. Wm. E. Reynolds, Green Bay, is preparing plans for 2-story school. Seymour—Archt. W. W. De Long, Appleton, is preparing plans for 2-story school.



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Summer School of Art.

The summer school of the Art Institute of Chicago will begin Monday, July 1st. Full particulars as to courses of study may be obtained from Mr. Ralph W. Holmes, Box 15, Chicago, Ill. The normal course will last six weeks, beginning July 1st and ending August 9th.

The board of education, city of Milwaukee, awarded the contract for slate blackboard to M. H. E. Beckley.

Prof. George Lyman Kittredge of Harvard University has recently prepared an interesting monograph entitled "Some Landmarks in the History of English Grammars," which is printed in Ginn & Co.'s text book bulletin. A limited number of copies will be sent, postpaid, to any address on request.

ELECTIONS AND APPOINTMENTS.

Hampton, Ia. R. S. Fitz of Rockford has been chosen superintendent of schools at a salary of \$1,300.

Clebourne, Texas. R. G. Hall, principal of the high school, has been elected superintendent of schools to succeed V. M. Fulton, deceased.

Mason City, Ia. Supt. W. A. Brandenburg re-elected; term, three years.

Ida Grove, Ia. Supt. R. S. Whitley re-elected.

Pella, Ia. Supt. F. M. Frush re-elected.

Lockport, Ill. Supt. G. N. Snapp re-elected.

Anamosa, Ia. Supt.



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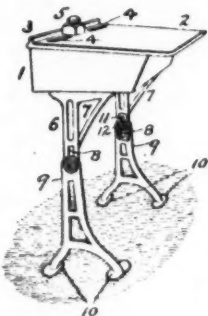
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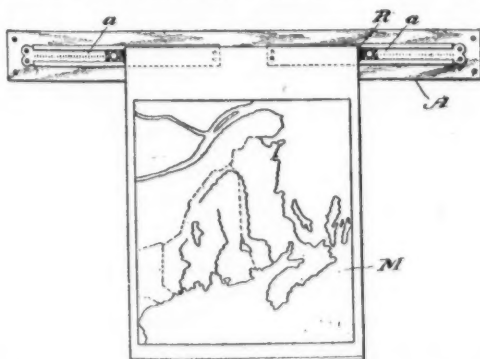
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Frank Popham re-elected. Salary, \$1,300.

Red Lake Falls, Minn. Supt. E. W. Chamberlain re-elected.

Cass Lake, Minn. P. M. Larson, superintendent; term, two years.

Wapello, Ia. Supt. J. W. McCullough re-elected.

C. D. Howe, with a salary of \$1,300 a year, was chosen supervisor of the newly formed town school union, comprising the towns of Essex, Colchester, South Burlington and Williston, Vt.

Supt. Overmeyer of Algona, Ia., has been re-elected for a term of one year at an increased salary of \$1,450.

Watertown, S. D. L. B. Parsons of Sibley, Ia., was chosen superintendent of schools. Salary, \$1,500 per annum.

Cedar Falls, Ia. D. M. Kelly was re-elected superintendent of schools at a salary of \$1,700 per year.

Olympia, Wash. W. W. Montgomery, superintendent of schools at Hoquiam, Wash., has been appointed assistant to state superintendent R. B. Bryan.

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